

# DEPARTMENT OF PSYCHOLOGY

## 2001 - 2002 ANNUAL REPORT

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## **I. Executive Summary**

The Department of Psychology has continued its exemplary teaching, research, service, and outreach activities during the 2001-2002 academic year. Faculty members in the Department of Psychology continued to be effective teachers, productive scholars, and contributing members to the college, university, and professional organizations. There were several faculty and staff changes during the past academic year. Dr. Richard Eisler retired in June 2002 after 25 years of service to Virginia Tech. Dr. Joseph Franchina retired in June 2002 after 33 years of service to Virginia Tech. Cindy Koziol assumed new responsibilities for undergraduate advising and will become fully responsible for the Undergraduate Information Office in August 2002.

Dr. Robin Panneton Cooper was on Study-Research Leave during 2001-02. Dr. Robert Stephens was on Research Assignment during fall 2001. Faculty members were highly successful in securing external funding for their research. The total research activity funded for 2001-02 exceeded \$1.75 million. Additional proposals submitted and continued portend even greater success with highly competitive funding agencies such as the National Institutes of Health, Centers for Disease Control, and private foundations and corporations. In addition to grant success, faculty, graduate students, and their colleagues were active contributors to scholarly publications during 2001.

The undergraduate program is the home for a large number of undergraduates (approximately 650 majors). The department also serves more than 65 double majors. Psychology continues to be one of the larger majors in the college and university. Several psychology majors were inducted into Who's Who Among Students in American Universities and Colleges, Omicron Delta Kappa, Psi Chi, and Phi Beta Kappa. Three psychology majors completed their degrees "in honors" and three majors were Commonwealth Scholars in the Honors Program.

The graduate program is comprised of three areas: Clinical Psychology, Industrial/Organizational Psychology, and Psychological Sciences. There were 78 active graduate students enrolled in these programs in 2001-02. Nine persons received an M.S. degree and 14 persons received a Ph.D. degree. Our doctoral-degree recipients have assumed faculty positions and postdoctoral fellowships at a number of universities and institutions. Our outgoing clinical interns were successful in securing predoctoral internships at APA-accredited internship programs. The recruiting of graduate students for August 2002 was also a success. The Department will be admitting 17 new graduate students.

The Department of Psychology is entering an exciting period of development. Our plans include actively participating in the new College of Sciences, leading the implementation of the Developmental Sciences Across the Lifespan program, hiring scholars to fill our open faculty positions, and enlarging our graduate programs. Our plans for the renovation of Williams Hall are becoming a reality, with construction scheduled to begin in August 2002 with a projected completion date of August 2003.

## **Department of Psychology, 2001-02**

Faculty: 23 tenured or tenure-track, 1 nontenure-track, 1 visiting assistant

### **Undergraduate Education**

- 84 lecture, 15 lab, and 20 graduate courses taught
- More than 125 undergraduates were involved in research experiences
- 3 majors received degrees “in honors” and 3 were Commonwealth Scholars
- ASSIST Program served 30-40 African-American psychology majors
- Minority Academic Opportunities Program Research Interns – 3 in 2001 and 2 in 2002
- Harrison was a finalist for the Sporn Teaching Award
- Friends of Psychology Undergraduate Scholarship Fund fully funded for 2002-03

### **Graduate Education**

- 3 doctoral programs admitted 17 new graduate students with impressive qualifications (Median GPA=3.54, GRE-V=570, GRE-Q=690, GRE-V+Q= 1240)
- 9 students received the M.S. and 14 students received the Ph.D. in 2002
- 24 graduate students were co-authors on published journal articles, 27 on in-press articles
- 9 students received clinical internships at highly selective, research-oriented programs
- Dula selected for the College of Arts and Sciences Outstanding Graduate Student Award
- Galper Fund awarded \$2,300 for graduate students’ professional development activities
- Clinical Child Research Fund awarded \$1,800 for graduate students’ research

### **Research, Scholarship, and Performance**

- 42 published and 50 in-press peer-reviewed journal articles, 20 published and 25 in-press books/book chapters, and 162 professional presentations and workshops
- 23 faculty were authors/co-authors; 22 faculty were presenters/co-presenters
- 46% (11/24) of faculty had grants/contracts from NIH, FEMA, Virginia, and corporations
- Grant funding for 2001-02 exceeded \$1,750,000; Winett’s Center for Research in Health Behavior leads department in grant funding
- Crawford, Geller, Ollendick, and Winett had active ASPIRES grants
- Six research faculty members fully supported on external grant funding
- Research collaborations: HNFE; Human Development; Chemistry; LSHTA; Statistics; Veterinary Medicine; VCU; MUSC; Stockholm Univ.; Salem VAMC; CHIP, Roanoke
- Psychology faculty members were Editors or Associate Editors of 11 peer-reviewed journals and Editorial Board Members of 36 journals

### **Outreach**

- Psychological Services Center & Child Study Center, the clinical graduate training clinics, provided clinical services to more than 100 community residents
- Active outreach/service to Montgomery County Public Schools and Dept. of Social Services

### **Plans and Goals**

- All faculty members assigned to one of four strategic planning groups: Research and Scholarship, Graduate Education, Undergraduate Education, and Outreach.
- Increase grant submissions, GRAs, research faculty, and research collaborations in 2003
- Actively participate in establishing the new College of Sciences
- Implement Program for Developmental Science Across the Lifespan

## **II. Academic Accomplishments**

### **Research and Scholarship**

- Psychology faculty members were authors/co-authors on 42 published and 50 in-press peer-reviewed journal articles and 20 published and 25 in-press books/book chapters. They made 162 professional presentations and workshops
- Eleven faculty members were involved with grants from the National Institutes of Health, Federal Emergency Management Agency, the Commonwealth of Virginia, and private corporations. The annual direct and indirect costs for these grants exceeded \$1.75 million.
- Four faculty members were involved with ASPIRES grants, with cost-sharing provided by the College of Arts and Sciences and the Department of Psychology.
- Six research faculty members were fully supported on external grant funding.
- Faculty members in psychology have ongoing research collaborations with faculty members in other departments, universities, and organizations: Human Nutrition, Foods, and Exercise; Human Development; Chemistry; Laboratory for the Study of Human Thought and Action; Statistics; College of Veterinary Medicine; Virginia Commonwealth University; Medical University of South Carolina; Medical College of Virginia; Stockholm University; Salem Veterans Affairs Medical Center; and the Child Health Investment Partnership of Roanoke Valley.
- Psychology faculty members were Editors or Associate Editors of 11 peer-reviewed journals and Editorial Board Members of 36 journals.
- The Departments of Psychology and Human Development have proposed the Program for Developmental Science Across the Lifespan, a collaborative research and graduate training initiative.

### **Graduate Education**

- The Department of Psychology will admit 17 new graduate students for fall 2002, an increase of 3 students. The incoming students have impressive credentials. (Median GPA=3.54, GRE-V=570, GRE-Q=690, GRE-V+Q= 1240)
- Nine psychology graduate students received the M.S. and 14 psychology students received the Ph.D. in 2002
- Psychology graduate students were active scholars: 24 were co-authors on published journal articles and 27 were co-authors on in-press journal articles.

- Christopher S. Dula was selected for the College of Arts and Sciences Outstanding Graduate Student Award for 2002.
- Graduate students' research and professional development were supported by awards of department donors: The Galper Fund awarded \$2,300 for graduate students' professional development activities and the Clinical Child Research Fund awarded \$1,800 for graduate students' research.

### **Undergraduate Education**

- During the 2001-02 academic year, more than 125 undergraduates were involved in research experiences with psychology faculty members and graduate students.
- Three psychology majors completed an honors thesis and received their degrees "in honors" and three psychology majors were Commonwealth Scholars.
- The ASSIST Program, an academic and social support program for African-American psychology majors, had 30-40 African-American psychology majors involved with a variety of mentoring and social activities. The ASSIST Program cannot be continued next year due to budget reductions.
- Faculty members served as mentors for Minority Academic Opportunities Program Summer Research Interns; three students interned in psychology in 2001 and two are involved during summer 2002.
- The first undergraduate scholarship fund, The Friends of Psychology Undergraduate Scholarship Fund, was fully endowed during 2001-02 and the first scholarship will be awarded during 2002-03. A second fund, The Mary Nolen Blackwood Endowed Scholarship, was established and will be awarded in the future.

### **Outreach**

- The Psychological Services Center & Child Study Center, the clinical graduate training clinics, provided clinical services to more than 100 community residents.
- Faculty members in psychology provide outreach and service to Montgomery County Public Schools and the Department of Social Services
- Scott Geller, an internationally renowned industrial safety speaker and consultant, gave dozens of workshops and keynote addresses at corporate and professional meetings.

### **III. Annual Statistical Information**

**DEPARTMENT OF PSYCHOLOGY**  
**2001-2002**

**FACULTY**

Full Professors

George A. Clum (C)  
Helen J. Crawford, Director, Psychological Sciences Graduate Program  
Richard M. Eisler (C) – retired June 2002  
Jack W. Finney (C), Department Chair  
Joseph J. Franchina (PS) – retired June 2002  
E. Scott Geller (C)  
Russell T. Jones (C)  
Robert E. Lickliter (PS) – resigned August 2001  
Thomas H. Ollendick (C), Director, Child Study Center  
Richard A. Winett, Director, Clinical Psychology Graduate Program

Associate Professors

Danny K. Axsom (C)  
Martha Ann Bell (PS)  
Robin P. Cooper (PS)  
Roseanne J. Foti (I/O)  
Joseph Germana  
David W. Harrison (C, PS)  
Robert J. Harvey (I/O)  
Neil M. A. Hauenstein, Director, Industrial-Organizational Psychology Graduate Program  
Robert S. Stephens (C)  
Ellie T. Sturgis (C) – resigned July 2001

Assistant Professors

Lee D. Cooper (C), Director, Psychological Services Center  
John J. Donovan (I/O)  
Bruce H. Friedman (PS)  
Myra Gordon (C)  
Morell E. Mullins, Jr. (I/O) – resigned August 2001  
Angela Scarpa (C)

Visiting Assistant Professor

Kurt A. Hoffman (PS)

(Graduate Programs: C=Clinical; I/O=Industrial/Organizational; PS=Psychological Sciences)

### Research Scientists

Eileen S. Anderson, Center for Research in Health Behavior  
Kent E. Glindemann, Center for Applied Behavior Systems  
Janet R. Wojcik, Center for Research in Health Behavior

### Postdoctoral Fellows

Kristine Barton Donovan  
Janay Sander  
Alison Shortt

### Emeritus Faculty

Joseph A. Sgro, Professor Emeritus  
Albert M. Prestrude, Associate Professor Emeritus

### Associated Faculty

Faculty members who received their doctorate in Psychology and hold rank in other departments on campus are recognized by our department. In addition to their respective departments, the following faculty members carry the title of the Department of Psychology:

David L. Brinberg (College of Business)  
John M. Carroll (Computer Science)  
Bradley G. Klein (College of Veterinary Medicine)  
Robert S. Schulman (Statistics)  
Tonya L. Smith-Jackson (College of Engineering)  
James B. Weaver (Communication Studies)  
Robert C. Williges (College of Engineering)

### Adjunct Faculty

Bruce V. Corsino, VA Medical Center, Martinsburg, WV  
W. David Crews, Virginia Neuropsychology Associates, Lynchburg, VA  
Roy H. Crouse, Family and Psychological Services, Blacksburg, VA  
Sigrid Gustafson, American Institutes for Research, Washington, DC  
A. David Hamilton, Carilion Health Systems, Radford, VA  
Cynthia A. Lease, Counseling Associates of Southwest Virginia, Blacksburg, VA  
Robert Lickliter, Florida International University, Miami, FL  
Douglas R. Southard, Carilion Health Systems, Roanoke, VA

### Visiting Research Scholar

Cristian Sirbu, Babes-Bolyai University, Clug-Napoca, Romania

### Staff

Carol Altizer, PSC Secretary  
Susan Anderson, Executive Secretary  
Jason Fortney, Computer Support  
Ann Jones, CRHB Secretary  
Gayle Kennedy, Psyc Sciences and I/O Secretary  
Cindy Koziol, Clinical Secretary  
Kim Raymond, Bookkeeper

## **The Academic Program**

### The Faculty and Staff

Faculty members in the Department of Psychology continued to be effective teachers, productive scholars, and contributing members of the college, university, and professional organizations. There were several faculty and staff changes during the past academic year. Dr. Morrie Mullins resigned in August 2001, to become Visiting Assistant Professor at Bowling Green State University. Drs. Richard Eisler and Joseph Franchina retired in June 2002. Cindy Koziol has assumed new responsibilities for undergraduate advising and will become fully responsible for the Undergraduate Information Office in August 2002.

Dr. Robin Panneton Cooper was on Study-Research Leave during the 2001-02 academic year. She worked on collaborative research with colleagues at the University of South Carolina, in addition to maintaining her research laboratory at Virginia Tech. Dr. Robert Stephens was on Research Assignment during fall semester 2001; he continued his collaborative research with colleagues at the University of Washington and the Salem Veterans Affairs Medical Center.

Several faculty members were highly successful in securing external funding for their research in 2001-02. The total research activity for 2001-02 is presented in Appendix A. Additional proposals submitted and continued portend even greater success with highly competitive funding agencies such as the National Institutes of Health, Centers for Disease Control, and private foundations and corporations.

The 2001 publications and presentations and journal reviewing activities are found in Appendices B and C. Additionally, the faculty committee assignments and faculty responsibilities are listed in Appendix D. The department began developing a new strategic plan with the formation of four planning groups, which is detailed in Appendix E. The department had a very modest colloquium series during 2001-02; speakers are listed in Appendix F.

### The Undergraduate Program

The undergraduate program is the home for a large number of undergraduates (more than 650 majors). The department also serves more than 65 double majors. Psychology continues to be one of the larger majors in the college and university. Several undergraduate students received special recognition this year. The following students received awards for Undergraduate Research Excellence at the 2002 Department Commencement Ceremony: Sarah Lynne Bensenhaver, James Jason Dahling, Andrea Lauren Cincotta, Elizabeth Ann Lewis, and Robert Patrick Walters. Several psychology majors were inducted into Who's Who Among Students in American Universities and Colleges, Omicron Delta Kappa, Psi Chi, and Phi Beta Kappa. Three psychology majors completed their degrees "in honors" and three majors were Commonwealth Scholars in the Honors Program.

### The Graduate Program

The graduate program is comprised of three areas: Clinical Psychology, Industrial/Organizational Psychology, and Psychological Sciences. There were 78 active graduate students enrolled in these programs in 2001-02.

In 2001-02, nine persons received an M.S. degree and 14 persons received a Ph.D. degree. In Appendix G, the M.S. graduates are listed along with their area of specialization and their advisor. Appendix H lists the Ph.D. graduates with their area of specialization and advisor. Appendix I shows the positions our Ph.D.s have taken or are about to take. Finally, Appendix J lists the internship sites our clinical psychology students will be joining next year.

Recruiting: The 2002-03 Entering Class

The recruiting of graduate students was also a success. The 2002-03 new students along with their areas of specialization and undergraduate and graduate institutions are presented in Appendix K. Overall, 210 persons applied for entrance into the graduate programs. The number of applications by graduate program was as follows: Psychological Sciences (N=23); Clinical Psychology (N=108); Industrial/Organizational Psychology (N=79). Of these, 29 students were accepted (a 14% acceptance rate). Seventeen of the 29 accepted gave positive responses and will enroll in the 2002 fall semester (a 59% acceptance rate). Overall, the students had excellent credentials. Median scores for students' GREs and GPAs are shown in the table below.

Incoming Graduate Students, August, 2002

<u>Area</u>	<u>N</u>	<u>GRE-V</u>	<u>GRE-Q</u>	<u>GRE-Total</u>	<u>GPA</u>
Clinical	9	550	670	1240	3.59
I/O	2	545	680	1225	3.61
Psychological Sciences	6	580	740	1325	3.25
TOTAL	17	570	690	1240	3.54

New Programs

During 2001-02, faculty members from the Departments of Psychology and Human Development met regularly for research presentations and program planning. The outcome of this series of meetings was a proposal for the Program for Developmental Sciences Across the Lifespan. The proposal is included in Appendix L. We received encouraging comments about the proposal and anticipate receiving information about funding and cluster hire positions during summer 2002. Faculty members in psychology have also been involved in meetings to develop other collaborative initiatives (e.g., public health, biomedical sciences, neurosciences, e-health).

**APPENDIX A**

**2001-2002 GRANT ACTIVITY**

<b>PI/Co-PI</b>	<b>Agency/Title</b>	<b>Dates</b>	<b>FY2001</b>	<b>FY2002</b>
<b>External Grants</b>				
C. A. Boeving J. W. Finney	NIH: Spiritual Coping and Adjustment in Child Cancer Survivors	2001-2002	67,378	70,552
L D. Cooper	Substance Abuse Treatment for Adult Offenders	2000-2001	37,344	49,792
R.P. Cooper	NIH: Heart Rate Activity and Infant Speech Perception	2001-2002	68,350	73,075
H. J. Crawford	International Flavors and Fragrances	2002		26,200
D. W. Harrison	The Memory Clinic	2000-2001	6,000	
R. T. Jones	Georgia Fire Fighters: Assessment of the Psychological Impact of Residential Fire on Children and Their Families	2001	29,150	
R. T. Jones	FEMA: The Psychological Impact of Residential Fires on Children and Their Parents	2000-2001	106,725	
R. T. Jones	FEMA: The Psychological Impact of Residential Fires on Children and Their Parents	2001-2003		203,000
R. E. Lickliter	NIH: Mechanisms of Perinatal Perceptual Organization	1996-2001	87,031	
R. E. Lickliter	NIMH: Perinatal Determinants of Intersensory Perceptual Development	2000-2006	120,194	
T. H. Ollendick	NIH: One Session Treatment for Specific Phobias in Children	2001-2003	457,243	364,944
A. M. Prestrude	Galaxy Corp: Stimulants & Training Aids for Bomb Detection	1999-2001		17,540
R. S. Stephens	University of Washington: Motivating Marijuana Cessation II	2000-2003	119,020	104,572

<b>PI/Co-PI</b>	<b>Agency/Title</b>	<b>Dates</b>	<b>FY2001</b>	<b>FY2002</b>
R. S. Stephens	Department of Veteran Affairs: Improving Aftercare Adherence	2001-2002		66,809
R. S. Stephens	University of Washington: Marijuana Dependence Treatment	2001-2002		57,958
R. A. Winett	NCI: Cancer Prevention Program in Rural Churches	2000-2001	19,837	
R. A. Winett	NCI: Cancer Prevention Program in Rural Churches	2001-2004	610,445	670,947
<b>Internal Grants</b>				
E. S. Geller H. J. Crawford	Aspires Grant	2002		49,650
T. H. Ollendick	Aspires Grant	2002		18,000
R. A. Winett	Aspires Grant	2001	8,000	

## APPENDIX B

### FACULTY PUBLICATIONS FOR 2001

#### REFEREED ARTICLES

Anderson, E. S., Winett, R. A., & Wojcik, J. R. (2001). A computerized social-cognitive intervention for nutrition behavior: Direct and mediated effects on fat, fiber, fruits and vegetable, self-efficacy, and outcome-expectations among food shoppers. Annals of Behavioral Medicine, *23*, 88-100.

Bader, G., Ragsdale, K. G., & Franchina, J. J. (2001). Screening for Mental Illness in a Veterans' Affairs Women's Health Clinic. Psychiatric Services, *52*, 1521-1522.

Bell, M. A. (2001). Brain electrical activity associated with cognitive processing during a looking version of the A-not-B task. Infancy, *2*, 311-330.

Blanton, H., Axsom, D., McClive, K.P., & Price, S. (2001). Pessimistic bias in comparative evaluations: A case of perceived vulnerability to the effects of negative life events. Personality and Social Psychology Bulletin, *27*, 1627-1636.

Boyce, T. D., & Geller, E. S. (2001). Encouraging college students to support pro-environment behavior: Effects of direct versus indirect rewards. Environment & Behavior, *33*, 107-125.

Boyce, T. D., & Geller, E. S. (2001). Applied behavior analysis and occupational safety: The challenge of response maintenance. Journal of Organizational Behavior Management, *21*, 31-60.

Boyce, T. E., & Geller, E.S. (2001). A technology to measure multiple driving behaviors without self-report or participant reactivity. Journal of Applied Behavior Analysis, *34*, 39-58.

Chambliss, D. L., & Ollendick, T. H. (2001). Empirically supported psychological interventions: controversies and evidence. Annual Review of Psychology, *52*, 685-716.

Coleman, G. D., Koelling, C. P., & Geller, E. S. (2001). Training and scoring accuracy of organizational self-assessments. International Journal of Quality and Reliability Management, *18*(4).

Copeland, J., Swift, W., Roffman, R., & Stephens, R. S. (2001). A randomized controlled trial of brief cognitive-behavioral interventions for cannabis use disorder. Journal of Substance Abuse Treatment, *21*, 55-64.

Cosenzo, K. A., & Franchina, J. J. (2001). The roles of negative affect and cardiovascular activity on the attributions of males to provocative and non-provocative female behavior. Psychology of Men and Masculinity, *2*, 100 - 107.

Curtin, L., Stephens, R. S., & Bonenberger, J. L. (2001). Goal setting and feedback in the reduction of heavy drinking in female college students. Journal of College Student Psychotherapy, 15, 17-37.

DePasquale, J. P., & Geller, E. S. (2001). Intervening to improve driving instruction: Should behavioral feedback be delivered before or after a training session? International Journal of Behavioral Safety, 1, 1-14.

DePasquale, J. P., Geller, E. S., Clarke, S. W., & Littleton, L. C. (2001). Measuring road rage: Development of the propensity for angry driving scale. Journal of Safety Research, 32, 39-58.

Emerson, C. S., Harrison, D. W., & Everhart, D. E. (2001). Grip strength asymmetry in depressed boys. Neuropsychiatry, Neuropsychology, and Behavioral Neurology, 14, 130-134.

Everhart, D. E., Demaree, H. A., Harrison, D. W., & Williamson, J. B. (2001). "Delusions" of space: A case study utilizing topographical brain mapping and QEEG. Journal of Neurotherapy, 4, 19-29.

Franchina, J. J., Eisler, R. M., & Moore, T. M. (2001). Masculine Gender Role Stress and Intimate Abuse: Effects of Masculine Gender Relevance of Dating Situations and Female Threat on Men's Attributions and Affective Responses. Psychology of Men and Masculinity, 2, 34 - 41.

Geller, E.S. (2001). From conversation to commitment. Occupational Health & Safety, 70(1), 58-63.

Geller, E.S. (2001). Sustaining participation in a safety improvement process: Ten relevant principles from behavioral science. Professional Safety, 46(9), 24-29.

Geller, E.S. (2001). Dream – Operationalize – Intervene – Test: If you want to make a difference – Just DO IT! Journal of Organizational Behavior Management, 21(1), 109-121.

Geller, E.S. (2001). Behavioral safety: Meeting the challenge of making a large-scale difference. The Behavior Analyst Today, 1, 1-26.

Geller, E.S. (2001). A Total Safety Culture: From a corporate achievement to a global vision. Behavior and Social Issues, 11, p. 18-20.

Geller, E. S. (2001). How to get more people involved in behavior-based safety: Selling an effective process. Cambridge Journal for Behavioral Studies [On-line]. Available: <http://www.behavior.org>.

Germana, J. (2001). Emergent properties: A fundamental postulate of classical systems theory in schematic representation. Systems Research and Behavioral Science, 18, 565-568.

Gullone, E., King, N. J., & Ollendick, T. H. (2001). Self-reported anxiety in children and adolescents: A three-year study. The Journal of Genetic Psychology, 162, 5-19.

Hauenstein, N. M. A., McGonigle, T., & Flinder, S. (2001). Meta-analysis of the relationship between procedural and distributive justice. Employee Responsibilities and Rights Journal, 13, 39-56.

Hauenstein, N. M. A. (2001). Deconstructing graduate training. The Industrial Psychologist, 39, 39-42.

Janicke, D. M., & Finney, J. W. (2001). Children's primary health care services: A social-cognitive model of sustained high use. Clinical Psychology: Science and Practice, 8, 228-241.

Janicke, D. M., Finney, J. W., & Riley, A. W. (2001). Children's health care use: A longitudinal investigation of factors related to care-seeking. Medical Care, 39, 990-1001.

Jones, R. T., Frary, R., Cunningham, P., Weddle, J. D., & Kaiser, L. (2001). The psychological effects of Hurricane Andrew on ethnic minority and Caucasian children and adolescents: A case study. Cultural Diversity and Ethnic Minority Psychology, 7, 103-108.

King, N. J., Heyne, D., Tonge, B., Gullone, E., & Ollendick, T. H. (2001). School refusal: Categorical diagnoses, functional analysis and treatment planning. Clinical Psychology and Psychotherapy, 8, 352-360.

Muris, P., Merckelbach, H., Ollendick, T. H., King, N. J., & Bogle, N. (2001). Children's nighttime fears: Parent-child ratings of frequency, content, origins, coping behaviors, and severity. Behaviour Research and Therapy, 39, 13-28.

Ollendick, T. H., Grills, A. E., & King, N. J. (2001). Applying developmental theory to the assessment and treatment of childhood disorders: Does it make a difference? Clinical Psychology and Psychotherapy, 8, 304-314.

Ollendick, T. H., Langley, A. K., Jones, R. T., & Kephart, C. (2001). Fear in children and adolescents: Relations with negative life events, attributional style, and avoidant coping. Journal of Child Psychology and Psychiatry, 42, 1029-1034.

Roodman, A. A., & Clum, G. A. (2001). Revictimization rates and method variance: A meta-analysis. Clinical Psychology Review, 21, 183-204.

Scarpa, A. (2001). Community violence exposure in a young adult sample: Lifetime prevalence and socioemotional effects. Journal of Interpersonal Violence, 16, 36-53.

Shenal, V. V., Rhodes, R. D., Moore, T. M., Higgins, D. A., & Harrison, D. W. (2001). Quantitative electroencephalography (QEEG) and neuropsychological syndrome analysis. Neuropsychology Review, 11, 31-44.

Tate, D. F., Wing, R. R., & Winett, R. A. (2001). Use of the internet to deliver a behavioral weight loss program. Journal of the American Medical Association, 285, 1172-1177.

Wang, Y., & Ollendick, T. H. (2001). A cross-cultural and developmental analysis of self-esteem in Chinese and Western children. Child and Family Psychology Review, 4, 253-271.

Westcott, W. L., Winett, R. A., Anderson, E. S., Wojcik, J. R., Loud, R. L., Cleggett, E., & Glover, S. (2001). Effects of regular and slow speed resistance training on muscle strength. Journal of Sports Medicine and Physical Fitness, *41*, 154-158.

Winett, R. A., & Carpinelli, R. N. (2001). Potential health benefits of resistance training. Preventive Medicine, *33*, 503-513.

Wojcik, J. R., Walberg-Rankin, J., Smith, L. L., & Gwazdauskas, F. C. (2001). Comparison of carbohydrate and milk-based beverages following exercise on muscle damage and glycogen. International Journal of Sport Nutrition and Exercise metabolism, *11*, 406-420.

### **REFEREED ARTICLES (IN PRESS)**

Bell, M. A. (in press). Power changes in infant EEG frequency bands during a spatial working memory task. Psychophysiology.

Bess, T. L., & Harvey, R. J. (in press). Bimodal score distribution and the MBTI: Fact or artifact? Journal of Personality Assessment.

Boyce, T. E., & Geller, E.S. (in press). Using the P. T. Barnum Effect to teach critical thinking: Applications in a psychological research methods course. Teaching of Psychology.

Boyce, T. E., & Geller, E. S. (in press). An instrumented vehicle assessment of problem behavior and driving style: Do young males take the most risks? Accident Analysis & Prevention, *34*, 51-64.

Brownlee-Kolmstetter, E., & Foti, R. J. (in press). An investigation of the multidimensionality of leader-member exchange relationships. Leadership Quarterly.

Chen, A. C. M., Niddam, D. M., Crawford, H. J., Osotenveld, R., & Arendt-Nielsen, L. (in press). Spatial summation of pain processing in the human brain: Source localisation of contact heat evoked potentials. Neuroscience Letters.

Crawford, H. J. (in press). Obituary: Ernest R. "Jack" Hilgard, 1904-2001. Contemporary Hypnosis, *19*, 1-7.

Crawford, H. J., McClain-Furmanski, D., Castagnoli, N., & Castagnoli, K. (in press). Enhancement of auditory sensory gating and stimulus-bound gamma band (40 Hz) oscillations in heavy tobacco smokers. Neuroscience Letters, *317*, 151-155.

Dong, Q., Wang, Y., & Ollendick, T. H. (in press). Consequences of divorce on the adjustment of children in China. Journal Clinical Child and Adolescent Psychology.

Esposito, C. L., & Clum, G. A. (in press). Social support and problem-solving as moderators of the relationship between childhood abuse and suicidality: Applications to a delinquent population. Journal of Traumatic Stress.

Esposito, C. L., & Clum, G. A. (in press). Psychiatric symptoms and their relationship to suicidal ideation in a high-risk adolescent community sample. Journal of the American Academy of Child and Adolescent Psychiatry.

Everhart, D. E., & Harrison, D. W. (in press). Asymmetrical hemispheric regulation of heart rate and fluency performance in anxious men following autonomic stress. Neuropsychologia.

Foti, R. J., & Miner, J. (in pres). Individual differences and situational roles in leadership. Leadership Quarterly.

Friedman, B. H. (in press). Idiodynamics vis-à-vis psychophysiology: An idiodynamic portrayal of cardiovascular activity. Journal of Applied Psychoanalytic Studies.

Geller, E. S. (in press). Scared safe: How to design an effective fear appeal. Occupational Health & Safety.

Geller, E. S. (in press). From ecological behaviorism to response generalization: Where should we make discriminations? Journal of Organizational Behavior Management.

Geller, E. S. (in press). Behavior-based safety in industry: Realizing the large-scale potential of psychology to promote human welfare. Applied & Preventive Psychology.

Geller, E. S. (in press). The social marketing of change: A behavioral science perspective. Social Marketing Quarterly.

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Gibson, S., & Harvey, R. J. (in press). Gender and ethnicity-based differential item functioning on the Armed Services Vocational Aptitude Battery. Educational and Psychological Measurement.

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Hickman, J. S., Glindemann, K. E., & Geller, E. S. (2001). Measuring propensity to participate in behavioral safety: A culture assessment at six mining operations. Symposium presentation at the 27<sup>th</sup> Annual Convention of the Association for Behavior Analysis, New Orleans, LA.

Muris, P. (Chair) (2001). New research on the treatment of childhood anxiety disorders. T. H. Ollendick, Discussant. Symposium presented as part of the 2001 World Congress of Behavioral and Cognitive Therapies, Vancouver, Canada.

Muris, P. (Chair) (2001). Etiology and maintenance of childhood anxiety. T. H. Ollendick, Discussant. Symposium presented as part of the 2001 World Congress of Behavioral and Cognitive Therapies, Vancouver, Canada.

Ollendick, T. H. (Chair) (2001). Treatments of children's externalized behavior problems. Symposium presented as part of the 2001 World Congress of Behavioral and Cognitive Therapies, Vancouver, Canada.

Ollendick, T. H. (2001). Developmental theory and cognitive-behavioral practice with children: Prospects and issues. Presented as part of symposium entitled "Debunking the developmental uniformity myth: Different ages require different interventions for child cognitive behavior therapy" (Eva L. Feindler, Chair) at the 35<sup>th</sup> Association for Advancement of Behavior Therapy Annual Convention, Philadelphia, PA.

Ollendick, T. H., & Mattis, S. G. (2001). Panic attacks and panic disorder in children and adolescents. Presented as part of symposium entitled "Panic disorder across the developmental spectrum" (Steven E. Bruce, Chair) at the 35<sup>th</sup> Association for Advancement of Behavior Therapy Annual Convention, Philadelphia, PA.

Treffers, P. D. A. (Chair) (2001). Challenges in the use of child assessment tools across age groups and cultures. T. H. Ollendick, Discussant. Symposium presented as part of the 2001 World Congress of Behavioral and Cognitive Therapies, Vancouver, Canada.

## **ADDRESSES, LECTURES, WORKSHOPS, AND COLLOQUIA**

Bell, M. A. (2001). Electrocortical activity during a spatial working memory task: Individual differences in infant development. Talk given at the Developmental Neuropsychology Interest Group pre-SRCD meeting, Minneapolis, MN.

Bell, M. A. (2001). Infants and electrodes: An EEG tutorial. Talk given at the Developmental Neuropsychology Interest Group pre-SRCD meeting, Minneapolis, MN.

Cooper, R. P. (2001). The importance of timing and experience for the development of sensory system functioning. Invited presentation at Great Beginnings Conference, Framingham, MA.

Cooper, R. P. (2001). Invited presentation at the McDonnell workshop on infant looking time methods (organized by R. N. Aslin & J. Mehler), Tarrytown, NY.

Cooper, R. P. & Ostroff, W. O. (2001). Female voice regulates attention and facilitates language perception throughout the first postnatal year. Invited colloquium to the Department of Psychology, University of South Carolina, Columbia, SC.

Crawford, H. J. (2001). Hypnosis and pain control: Neurophysiological Evidence. Invited colloquia at the Department of Psychology, University of Graz, Graz, Austria.

Crawford, H. J. (2001). Individual differences in gamma and theta EEG oscillatory activity. Invited colloquia at the Department of Medical Informatics and the Institute for Biomedical Engineering, University of Technology, Graz, Austria.

Crawford, H. J. (2001). Attention and EEG Oscillatory Activity. Invited colloquia at the Department of Biophysics, Medical Faculty, Dokuz Eylul University, Izmir, Turkey.

Crawford, H. J., (2001). Controlling Pain with Hypnosis. Invited colloquia at the Department of Psychology, Hollins College, Hollins, VA.

Donovan, J. J. (2001). Work Motivation. Presentation given at the Salem Medical Center, Department of Veteran Affairs, Salem, VA.

Geller, E. S. (2001). Practicing safe behavior every day. Keynote address for the United Postal Service, Georgia District Circle of Honor Banquet, Marietta, GA.

Geller, E. S. (2001). What's so special about behavioral safety? Keynote address at the American Society of Safety Engineers Behavioral Safety Symposium: The Next Step, Orlando, FL.

Geller, E. S. (2001). Issues and challenges in behavior-based safety. Panel discussant for the American Society of Safety Engineers Behavioral Safety Symposium: The Next Step, Orlando, FL.

Geller, E. S. (2001). Meeting the challenges of behavioral coaching for safety. Two-hour presentation for the supervisors and safety-team leaders at the Baytown Chemical Plant, ExxonMobil, Baytown, TX.

Geller, E. S. (2001). Leadership qualities for a Total Safety Culture. Keynote address for the Baytown Olefins Plant Safety Conference, ExxonMobil, Nassau Bay, TX.

Geller, E. S. (2001). The psychology of safety: From managing behavior to leading people. Keynote address for the California Air National Guard Annual Aviation Safety Conference, Sacramento, CA.

Geller, E. S. (2001). The psychology of safety: From managing behavior to leading people. Keynote address for the California Air National Guard Annual Aviation Safety Conference, Long Beach, CA.

Geller, E. S. (2001). What's so special about behavior-based safety? From managing behavior to leading people. Keynote address for ExxonMobil Chemical safety celebration, Beaumont, TX.

Geller, E. S. (2001). What's so special about behavior-based safety? From managing behavior to leading people. Keynote address for ExxonMobil Chemical safety celebration, Beaumont, TX.

Geller, E. S. (2001). Behavior-based safety and beyond: Why it works and how we can make it work better. Kickoff keynote address for the Minnesota Safety & Health Conference, Minneapolis, MN.

Geller, E. S. (2001). When no one's watching: Inspiring self-direction for safety. Concurrent conference session for the Minnesota Safety & Health Conference, Minneapolis, MN.

Geller, E. S. (2001). Safety management is not enough: Leading a shift from accountability to personal responsibility. Keynote address for the Utility Safety Conference & Expo, Atlanta, GA.

Geller, E. S. (2001). Safety leadership: Accountability vs. responsibility. Keynote address for the 43<sup>rd</sup> Annual American Public Works Association Conference & Equipment Show, Roanoke, VA.

Geller, E. S. (2001). Safety leadership to bring out the best in people: Helping employees shift from being accountable to feeling responsible. Keynote address for the American Society of Safety Engineers Professional Development Conference & Exposition, Anaheim, CA.

Geller, E. S. (2001). Increasing and maintaining participation in occupational safety. Keynote address at Safety Performance Solutions' 5<sup>th</sup> Annual Users' Conference, Williamsburg, VA.

Geller, E. S. (2001). The psychology of safety: Helping people actively care for injury prevention. Two-hour presentation for Thunderbird Executive Education, American Graduate School of International Management, Phoenix, AZ.

Geller, E. S. (2001). Social influence principles in developing a safety culture. Keynote presentation for the 2001 Safety Exchange for Monsanto, St. Louis, MO.

Geller, E. S. (2001). Behavior-based safety and beyond: Leading a shift from accountability to personal responsibility. Two presentations for the 17<sup>th</sup> Annual National Voluntary Protection Program Participants' Association Conference, New Orleans, LA.

Geller, E. S. (2001). Safety leadership to bring out the best in people: Helping employees shift from being accountable to feeling responsible. Keynote address for American Electric Power (AEP) Safety Conference, Louisville, KY.

Geller, E. S. (2001). Achieving a Total Safety Culture through safety leadership. Keynote address at the 89<sup>th</sup> Annual Congress & Expo for the National Safety Council, Atlanta, GA.

Geller, E. S. (2001). The participation factor: How to get more people involved in achieving a world-class safety culture. Keynote address for the AEP Annual Reunion, Columbus, OH.

Geller, E. S. (2001). Behavioral safety & beyond: From managing behavior to leading people. Keynote address for the 6<sup>th</sup> Annual Behavior Safety Now Conference, Houston, TX.

Geller, E. S. (2001). The participation factor: How to increase involvement in occupational safety. Seminar presentation for the 6<sup>th</sup> Annual National Behavioral Safety Now Conference, Houston, TX.

Geller, E. S. (2001). The psychology of injury prevention: From managing behavior to leading people. Keynote address for the 2001 Governor's Occupational Safety & Health Conference, Hershey, PA.

Geller, E. S. (2001). The psychology of safety: How to involve employees in achieving a Total Safety Culture. One-Day workshop for the American Society of Safety Engineers Seminar Fest, San Diego, CA.

Geller, E. S. (2001). The psychology of safety: Leading a shift from accountability to personal responsibility. Half-day workshop for the Professional Development Team of the Environmental Health and Safety Office, Virginia Tech, Blacksburg, VA.

Geller, E. S. (2001). The psychology of injury prevention: Principles and strategies to humanize your safety system. Half-day workshop at the Utility Safety Conference & Expo., Atlanta, GA.

Geller, E. S. (2001). Beyond behavior-based safety: Social influence principles to support any improvement process. Half-day workshop at the Utility Safety Conference & Expo., Atlanta, GA.

Geller, E. S. (2001). The psychology of occupational safety: An integration of person-based principles and behavior-based procedures. Half-day workshop for safety leaders of Hydro Extrusion, Liege, Belgium.

Geller, E. S. (2001). The psychology of safety: How to involve employees in achieving a Total Safety Culture. One-day workshop at the American Society of Safety Engineers Professional Development Conference & Exposition, Anaheim, CA.

Geller, E. S. (2001). Social psychology and individual differences: Understanding your social influence profile. Workshop address at Safety Performance Solutions' 5<sup>th</sup> Annual Users' Conference, Williamsburg, VA.

Geller, E. S. (2001). The human dynamics of achieving a Total Safety Culture. Workshop for the Monsanto Safety Exchange, St. Louis, MO.

Geller, E. S. (2001). Psychology and achieving a Total Safety Culture: From managing behaviors to leading people. One-day workshop for the 89<sup>th</sup> Annual Congress & Expo for the National Safety Council, Atlanta, GA.

Geller, E. S. (2001). Safety leadership to bring out the best in people: Helping employees shift from being accountable to feeling responsible. Half-day workshop for Niagara Mohawk, Syracuse, NY.

Geller, E. S. (2001). Safety leadership to achieve a Total Safety Culture: Helping employees shift from being accountable to feeling responsible. Half-day workshop for JEA, Jacksonville, FL.

Geller, E. S., & Veazie, R. (2001). Issues and challenges of safety leadership. Workshop session for Safety Performance Solutions' 5<sup>th</sup> Annual Users' Conference, Williamsburg, VA.

Ollendick, T. H. (2001). Evaluacion y tratamiento de la fobia y los desordenes de la ansiedad en ninos y adolescentes. Workshop presented as part of the Eleventh Congreso LatinoAmericano de Analisis y Modificacion del Comportamiento, Second Congreso Nacional, Peru.

Ollendick, T. H. (2001). Bases empiricas de los tratamientos conductuales y cognitivos en ninos y adolescentes. Keynote address presented at the Eleventh Congreso LatinoAmericano de Analisis y Modificacion del Comportamiento, Second Congreso Nacional, Peru.

Ollendick, T. H. (2001). Anxiety and treatment of anxiety disorders in children. Workshop presented at the Universidad Peruana Cayetano Heredia and at the Universidad del Peru, Peru.

Ollendick, T. H., & Hirshfeld-Becker, D. (2001). The developmental psychopathology of social anxiety disorder. Invited address presented at the 21<sup>st</sup> National Conference of the Anxiety Disorders of America Association, Atlanta, GA.

## **PRESENTATIONS AND PAPERS**

Alfaro, J., Daugherty, S., & Crawford, H. J. (2001). Music vs. verbal script induction of self-generated emotion: Differences in hemispheric EEG activation. Poster presented at the Society for Psychophysiological Research, Montreal, Canada.

Anderson, E. S., Winett, R. A., Graves, K. D., Brondino, M. J., Sikkema, K. J., Kelley, J. A., Solomon, L. J., Roffman, R. A., & Hickman, T. G. (2001). Social cognitive determinants of HIV risk-reduction behaviors among adolescents living in low-income housing: A structural equation analysis. Paper presented at the annual meeting for the society for Behavioral Medicine, Seattle, WA.

Bess, T., & Harvey, R. J. (2001). Bimodal score distributions and the MBTI: Fact or artifact? Paper presented at the Annual Conference of the Society for Industrial and Organizational Psychology, San Diego, CA.

Blier, H. K., Fox, L. D., Scarpa, A., Ollendick, T. H., Cooper, L. D., Seligman, L., and Littleton, H. (2001). School-based group intervention for adolescents with antisocial behavior problems: Treatment outcomes and implications. Poster presented at the 35<sup>th</sup> Annual meeting of Association for the Advancement of Behavior Therapy, Philadelphia, PA.

Blier, H. K., Ollendick, T. H., Samuels, Y., Hartsook, J., & Seligman, L. (2001). A longitudinal investigation of school dropout risk: Implications for prediction and prevention. Poster presented as part of the 2001 World Congress of Behavioral and Cognitive Therapies, Vancouver, Canada.

Blier, H. K., Fox, L. D., Scarpa, A., & Littleton, H. (2001). School-based intervention for antisocial and aggressive youths: Treatment outcomes and implications. Paper presented at the World Congress of Behavioral and Cognitive Therapies, Vancouver, British Columbia, Canada.

Bowser, F., Pappert, C., Reynolds, M. D., & Scarpa, A. (2001). Prevalence rates of community violence exposure in a university student population. Paper presented at the 13<sup>th</sup> Annual Convention of the American Psychological Society, Toronto, Ontario, Canada.

Bowser, F., Reynolds, M., Shumate, H., & Scarpa, A. (2001). Evaluating outcomes of parenting skills training among social services clientele. Paper presented at the 9<sup>th</sup> Annual American Professional Society on the Abuse of Children, Washington, D.C.

Bowser, F., & Scarpa, A. (2001). The effect of coping on the relationship between child behavior problems and exposure to community violence in school children. Paper presented at the 17<sup>th</sup> Annual Virginia Tech Graduate Research Symposium, Blacksburg, VA.

Box, L. D., Chandler, H., Whiteley, J., Williams, C. D., England, K., Dula, C., Eisler, R., and Cooper, L. D. (2001). Effects of a Manualized Cognitive-Behavioral Anger Management Program. Poster presented at World Congress of Behavior and Cognitive Therapies, Vancouver, British Columbia, Canada.

Byrd, D. A., & Ollendick, T. H. (2001). Depression, anxiety, and ethnicity: Examining a new dimension of self-concept. Poster presented at the 35<sup>th</sup> Association for Advancement of Behavior Therapy Annual Convention, Philadelphia, PA.

Chandler, H. K., & Clum, G. A. (2001). Factors affecting the relationship between trauma and illness behavior. International Society for Traumatic Stress Studies 17<sup>th</sup> Annual Meeting, New Orleans, LA.

Christie, I. C., Friedman, B. H., Sargent, S. L., & Weaver, J. B. (2001). Velten mood induction does not appear to elicit affect-specific autonomic changes. Poster presented at the annual meeting of the American Psychological Society, Toronto, Ontario, Canada.

Cooper, J. S., & Cooper, R. P. (2001). Infant attention to rate of infant-directed speech in the context of varying levels of visual stimulation. Poster presented at the Society for Research in Child Development, Minneapolis, MN.

Crawford, H. J., McClain-Furmanski, D., & Horton, J. E. (2001). Effects of hypnotic analgesia on somatosensory event-related potentials and underlying synchronized oscillatory activity in high vs. low hypnotizable persons. Poster presented at the Society for Neuroscience, San Diego, CA.

Donovan, J. J., & Swander, D. J. (2001). The impact of self-efficacy, goal commitment, and conscientiousness on goal revision. Paper presented at the 16<sup>th</sup> Annual Conference of the Society for Industrial and Organizational Psychology, San Diego, CA.

Esposito, C., & Clum, G. A. (2001). Psychiatric symptoms and their relation to suicidal ideation in a high risk adolescent community sample. Poster presented at the Association for Advancement of Behavior Therapy 35<sup>th</sup> Annual Convention, Philadelphia, PA.

Esposito, C., & Clum, G. A. (2001). The relative contribution of diagnostic and psychosocial factors in the prediction of adolescent suicidal ideation. Poster presented at the Association for Advancement of Behavior Therapy 35<sup>th</sup> Annual Convention, Philadelphia, PA.

Fikretoglu, D., & Scarpa, A. (2001). Exposure to lifetime trauma in university students. Paper presented at the 17<sup>th</sup> Annual Meeting for the International Society for Traumatic Stress Studies, New Orleans, LA.

Fikretoglu, D., & Scarpa, A. (2001). Exposure to lifetime trauma in university students: Thought control strategies and psychological adjustment. Paper presented at the 17<sup>th</sup> Annual Meeting for the International Society for Traumatic Stress Studies, New Orleans, LA.

Fikretoglu, D., & Scarpa, A. (2001). Exposure to lifetime trauma in university students: Coping and psychological adjustment. Paper presented at the 17<sup>th</sup> Annual Meeting for the International Society for Traumatic Stress Studies, New Orleans, LA.

Fikretoglu, D., & Scarpa, A. (2001). Exposure to lifetime trauma in university students: Social support and psychological adjustment. Paper presented at the 17<sup>th</sup> Annual Meeting for the International Society for Traumatic Stress Studies, New Orleans, LA.

Fikretoglu, D., Hurley, J., VanVoorhees, E., & Scarpa, A. (2001). Community violence exposure: Psychological and physiological outcomes. Paper presented at the 17<sup>th</sup> Annual Meeting for the International Society for Traumatic Stress Studies, New Orleans, LA.

Fikretoglu, D., & Scarpa, A., & VanVoorhees, E. (2001). Exposure to trauma and psychological adjustment. Paper presented at the 13<sup>th</sup> Annual Convention of the American Psychological Society, Toronto, Ontario, Canada.

Fikretoglu, D., & Scarpa, A. (2001). The protective role of social support. Paper presented at the 13<sup>th</sup> Annual Convention of the American Psychological Society, Toronto, Ontario, Canada.

Finney, J. W. (2001). The functions of children's medical care use: Health, psychosocial, and systems influences. Invited paper presentation, The Nevada Conference on Medical Cost-Offset, University of Nevada, Reno.

Foster, P. S., & Harrison, D. W. (2001). Quantitative electroencephalographic outcome assessment of expressive dysphasia and dysprosodia. Annual meeting of the National Academy of Neuropsychology, San Francisco, CA.

Foster, P. S., & Harrison, D. W. (2001). The neurophysiology of pessimism. Annual meeting of the National Academy of Neuropsychology, San Francisco, CA.

Foster, P. S., & Harrison, D. W. (2001). The relationship between magnitude of cortical activation and cardiovascular responding. Annual meeting of the Southeastern Psychological Association, Atlanta, GA.

Fox, L. L., Wojcik, J. R., & Winett, R. A. (2001). Maintaining cardiovascular and resistance training. Paper presented at the annual meeting for the society for Behavioral Medicine, Seattle, WA.

Fox, L. D., Blevins, J. S., Winett, R. A., Wojcik, J. R., Herbert, W. G. (2001). Maintaining exercise behavior: A hands-on approach to transitioning into a home-based exercise program. Poster presented at Society of Behavioral Medicine Annual Meeting, Seattle, WA.

Graves, K. D., Herberg, K., Charland, L., Anderson, E. S., Winett, R. A. (2001). Social-Cognitive Correlates of Quality of Life and Coping Behavior in Breast Cancer Survivors. 22nd Annual Scientific Sessions of the Society of Behavioral Medicine, Seattle, WA.

Gratias, M., & Foti, R. J. (2001). Leader effectiveness for patterns of personality types and creativity styles. Paper presented at the annual meeting of the Society for Industrial and Organizational Psychology, San Diego, CA.

Grills, A. E., Francisco, J., & Ollendick, T. H. (2001). Discriminant validity of three self-report measures of anxiety. Poster presented at the 21<sup>st</sup> National Conference of the Anxiety Disorders of America Association, Atlanta, GA.

Grills, A. E., & Ollendick, T. H. (2001). Reliability of the factor structure, internal consistency, and convergent validity of the Multidimensional Anxiety Scale for Children in a new sample of outpatient children. Poster presented as part of the 2001 World Congress of Behavioral and Cognitive Therapies, Vancouver, Canada.

Grills, A. E., & Ollendick, T. H. (2001). Peer victimization, global self-worth, social support, and internalizing symptoms in middle school children. Poster presented as part of the 2001 World Congress of Behavioral and Cognitive Therapies, Vancouver, Canada.

Grills, A. E., Francisco, J., & Ollendick, T. H. (2001). Discriminant validity of self-report measures of anxiety. Poster presented at the 35<sup>th</sup> Association for Advancement of Behavior Therapy Annual Convention, Philadelphia, PA.

Grills, A. E., Francisco, J., & Ollendick, T. H. (2001). An examination of multiple informant agreement and variables which may influence agreement using the Anxiety Disorders Interview Schedule. Poster presented as part of the 2001 World Congress of Behavioral and Cognitive Therapies, Vancouver, Canada.

Grills, A. E., & Ollendick, T. H. (2001). Peer victimization and social anxiety in middle school children. Poster presented at the 35<sup>th</sup> Association for Advancement of Behavior Therapy Annual Convention, Philadelphia, PA.

Hauenstein, N. M. A., Bess, T., Byrd, T., & Swartz, D. (2001). Combining predictor and criterion strategies to eliminate adverse impact. Paper presented at the 16<sup>th</sup> annual meeting of the Society of Industrial/Organizational Psychology, San Diego, CA.

Higgins, D. A., Beck, A. L., & Harrison, D. W. (2001). Sex differences in aging effects on frontal lobe decline. Annual meeting of the National Academy of Neuropsychology, San Francisco, CA.

Higgins, D. A., Beck, A., Foster, P., & Harrison, D. W. (2001). Frontal lobe decline: Evidence from sex differences in aging effects. Annual meeting of the Southeastern Psychological Association, Atlanta, GA.

Higgins, D. A., & Harrison, D. W. (2001). Sex differences in diastolic blood pressure as a function of denial. Annual meeting of the International Neuropsychological Society (INS), Chicago, IL.

Higgins, D. A., & Harrison, D. W. (2001). Quantitative electroencephalography as an assessment tool for ADHD diagnosis. Annual meeting of the International Neuropsychological Society (INS), Chicago, IL.

Higgins, D. A., & Harrison, D. W. (2001). QEEG imaging brain laterality of visualized positive and negative emotions. Annual meeting of the International Neuropsychological Society (INS), Chicago, IL.

Higgins, D. A., & Harrison, D. W. (2001). QEEG as an assessment tool for multi-sensory paraesthesia diagnosis (schizophrenia). Annual meeting of the International Neuropsychology Society (INS), Chicago, IL.

Higgins, D. A., & Harrison, D. W. (2001). A neuropsychological model of sex differences in cardiovascular regulation and disease. Annual meeting of the National Academy of Neuropsychology, San Francisco, CA.

Hirai, M., & Clum, G. A. (2001). A meta-analysis of self-help for anxiety disorders. Poster presented at the 47<sup>th</sup> annual convention of the Southeastern Psychological Association, Atlanta, GA.

Hirai, M., & Clum, G. A. (2001). Pilot study: An internet-based assessment for trauma sequelae. Poster presented at the annual meeting of the Association for the advancement of Behavior Therapy, Philadelphia, PA.

Hudson, D., Jones, R. T., & Ollendick, T. H. (2001). The identification of distress in victims of residential fires: A case study. Presented at the Minority Academic Opportunities Program, Virginia Tech, Blacksburg, VA.

Hurley, J. D., & Scarpa, A. (2001). Psychological adjustment to childhood sexual abuse in a sample of college males. Paper presented at the 17<sup>th</sup> Annual Meeting for the International Society for Traumatic Stress Studies, New Orleans, LA.

Hurley, J. D., Romero, N., & Scarpa, A. (2001). Psychological adjustment to the exposure of community violence. Paper presented at the 13<sup>th</sup> Annual Convention of the American Psychological Society, Toronto, Ontario, Canada.

Jones, R. T. (2001). Preventing Childhood Injury in the Community. Paper presented in symposium entitled: Building Healthy Communities: Injury and Violence Prevention in the Community. Annual American Psychological Association Convention, San Francisco, CA.

Jones, R. T. (2001). United States Congressional Sub-Committee Talk: Impact of Residential Fire: Implications for World Trade Center Attacks. Library of Congress, Washington, D.C.

Jones, R. T. (2001). Hindrances to trauma-based research in the schools. Paper presented in symposium entitled School-based post-disaster intervention: Barriers and solutions. Presented at the 17<sup>th</sup> Annual Meeting for the International Society for Traumatic Stress Studies, New Orleans, LA.

Jones, R. T., & Ollendick, T. H. (2001). Assessment of residential fire on children: An update. Presented at the 7<sup>th</sup> Annual fire and Life Safety Educators Conference, Blacksburg, VA.

Jones, R. T., Wang, Y., Kephart, C., & Ollendick, T. H. (2001). The impact of residential fire on children: The role of moderation and mediation. Poster presented at ESTSS 7<sup>th</sup> European Conference on Traumatic Stress, Edinburgh, Scotland.

Kephart, C., Wang, Y., Jones, R. T., & Ollendick, T. H. (2001). Parent and child reports of child symptoms following residential fire. Poster presented at the 17<sup>th</sup> annual meeting of the International Society for Traumatic Stress Studies, New Orleans, LA.

Kephart, C., Wang, Y., Jones, R. T., & Ollendick, T. H. (2001). Coping efficacy and the utilization of coping strategies in children following residential fire. Poster presented at the Annual Meeting for the Association for the Advancement of Behavior Therapists, Philadelphia, PA.

Kitner-Triolo, M. H., Crawford, H. J., Arenberg, D., & Zonderman, A. B. (2001). Do longitudinal age changes mirror cross-sectional age differences and reaction time (RT)? An investigation from the Baltimore Longitudinal Study of Aging (BLSA). Poster presented at the National Academy of Neuropsychology, San Francisco, CA.

Littleton, H., & Axsom, D. (2001). Rape and seduction scripts of college students. Poster presented at the Annual conference of the Southeastern Psychological Association, Atlanta, GA.

Littleton, H., Axsom, D., & Pury, C. L. S. (2001). Development of a Brief body Dysmorphic questionnaire. Poster presented at the annual Convention of the American Psychological Association, San Francisco, CA.

Ollendick, T. H. (2001). Cognitive-behavioral and developmental psychopathology approaches to research and treatment: Compatible, competing, or integrated influences. Panelist, presented as part of the 2001 World Congress of Behavioral and Cognitive Therapies, Vancouver, Canada.

Ollendick, T. H. (Chair) (2001). Structured clinical interviews with children and parents: The Anxiety Disorders Interview Schedule for Children (ADIS-C-IV). Clinical Roundtable presented as part of the 2001 World Congress of Behavioral and Cognitive Therapies, Vancouver, Canada.

Ollendick, T. H. (2001). Panelist on presentation entitled "Should developmental psychopathology affect the delivery of empirically supported treatments?" (Persephanie Silverthorn, Moderator) at the 35<sup>th</sup> Association for Advancement of Behavior Therapy Annual Convention, Philadelphia, PA.

Ostroff, W. L., & Cooper, R. P. (2001). Female voice facilitates 11-month-olds' discrimination of a hindi contrast. Poster presented at the Society for Research in Child Development, Minneapolis, MN.

Park, A., Harrison, D. W., Crews, W. D., & Rhodes, R. D. (2001). Six-year case study of neurological dysfunction after accidental electric shock. Annual meeting of the Virginia Psychological Association, Roanoke, VA.

Park, A. H., & Harrison, D. W. (2001). Six-year case study of neurological dysfunction after accidental electric shock. Annual meeting of the Eastern Psychological Association, Boston, MA.

Reed, L. I., & Cooper, L. D. (2001). Verbal and non-verbal cues in discrepant reports. Poster presented at the 2001 MAOP Summer Research Internship Program, Blacksburg, VA.

Reed, L. I., Roberts, J. E., & Bell, M. A. (2001). Heart period variability during cognitive processing in 8-year-old children. Poster presented at the Society for Research in Child Development, Minneapolis, MN.

Rhatigan, D. L., & Axsom, D. (2001). Effect of received social support on women's commitment to their abusive relationships. Poster presented at the 35<sup>th</sup> Annual convention of the Association for Advancement of Behavior Therapy, Philadelphia, PA.

Rhodes, R. D., Shenal, B. V., & Harrison, D. W. (2001). Cerebral mediation of emotion: Hostility and the autonomic nervous system. Annual meeting of the International Neuropsychological Society (INS), Chicago, IL.

Rhodes, R. D., Shenal, B. V., & Harrison, D. W. (2001). Cardiovascular dynamics and cerebral asymmetry as a function of hostility and stress. Annual meeting of the International Neuropsychological Society (INS), Chicago, IL.

Santucci, A. K., Friedman, B. H., & Kyrgos, E. C. (2001). Autonomic and cognitive characteristics of anxiety, depression, and co-morbid anxiety-depression. Poster presented at the annual meeting of the American Psychological Society, Toronto, Ontario, Canada.

Scarpa, A. (2001). Community violence exposure and psychological maladjustment: Effects of gender. Paper presented at the 13<sup>th</sup> Annual Convention of the American Psychological Society, Toronto, Ontario, Canada.

Seligman, L. D., Ollendick, T. H., & Setser, M. (2001). A developmental-behavioral-cognitive model to explain the progression from anxiety to depression in youth. Poster presented as part of the 2001 World Congress of Behavioral and Cognitive Therapies, Vancouver, Canada.

Shenal, B. V., & Harrison, D. W. (2001). Cardiovascular correlations of hostility, stress and affective learning. Annual meeting of the International Neuropsychology Society (INS), Chicago, IL.

Shenal, V. V., & Harrison, D. W. (2001). Neuropsychological differences in the learning of positive and negative words. Annual meeting of the International Neuropsychological Society (INS), Chicago, IL.

Shenal, B. V., Rhodes, R. D., & Harrison, D. W. (2001). Affective auditory verbal learning and dichotic linguistic processing: Cardiovascular reactivity to stress among low- and high-hostiles. Annual meeting of the International Neuropsychological Society (INS), Chicago, IL.

Sinclair, A., & Hauenstein, N. M. A. (2001). Differentiating rater accuracy training programs. Paper presented at the 16<sup>th</sup> annual meeting of the Society of Industrial/Organizational Psychology, San Diego, CA.

VanVoorhees, E., Fikretoglu, D., & Scarpa, A. (2001). Validation of the survey of exposure to community violence. Paper presented at the 13<sup>th</sup> Annual convention of the American Psychological Society, Toronto, Ontario, Canada.

VanVoorhees, E., & Scarpa, A. (2001). Exposure to trauma and coping in university students. Paper presented at the 13<sup>th</sup> Annual Convention of the American Psychological Society, Toronto, Ontario, Canada.

VanVoorhees, E., & Scarpa, A. (2001). Aggression and exposure to interpersonal abuse. Paper presented at the 13<sup>th</sup> Annual Convention of the American Psychological Society, Toronto, Ontario, Canada.

VanVoorhees, E., & Scarpa, A. (2001). Trauma exposure and coping in university students. Paper presented at the 17<sup>th</sup> Annual Virginia Tech Graduate Research Symposium, Blacksburg, VA.

Wang, Y., Kephart, C. M., Jones, R. T., & Ollendick, T. H. (2001). Predictors of PTSD and depressive symptoms following residential fire. Poster presented at the 17<sup>th</sup> annual meeting of the International Society for Traumatic Stress Studies, New Orleans, LA.

Williamson, J., & Harrison, D. W. (2001). Localized arousal states: A functional cerebral systems analysis of stressor methodologies. Annual meeting of the Virginia Psychological Association, Roanoke, VA.

Williamson, J., Higgins, D. A., Beck, A. L., & Harrison, D. W. (2001). A cross-sectional comparison of frontal lobe developmental aging. Annual meeting of the Southeastern Psychological Association, Atlanta, GA.

Winett, R. A., Wojcik, J. R., Fox, L. L., Herbert, W. G., Blevin, J. R., & Carpinelli, R. N. (2001). The effects of very brief duration, infrequent cardiovascular training and resistance training protocols on the aerobic capacity of unfit men and women: A demonstration of threshold theory. Paper presented at the annual meeting for the society for Behavioral Medicine, Seattle, WA.

Wojcik, J. R., & Winett, R. A. (2001). Disseminating the Internet-based EAT4LIFE program in public schools: Lessons learned. Paper presented at the annual meeting for the society for Behavioral Medicine, Seattle, WA.

Wojcik, J. R., Winett, R. A., & Winett, S. G. (2001). Dissemination of an internet-based health behavior intervention for middle and high school students. Poster presented at Society of Behavioral medicine Annual Meeting, Seattle, WA.

Winett, R. A., Wojcik, J. R., Herbert, W. G., Blevins, J. S., Fox, L. D., & Carpinelli, R. (2001). Effects of low-volume and infrequent cardiovascular and resistance training on fitness and strength in unfit men and women: A demonstration of the threshold theory. Paper presented at Society of Behavioral Medicine Annual Meeting, Seattle, WA.

## APPENDIX C

### FACULTY EDITORIAL AND JOURNAL REVIEWING FOR 2001

#### Editorships and Associate Editorships

Advances in Clinical Child Psychology  
Clinical Child and Family Psychology Review  
Environment and Behavior  
Experimentelle und klinische hypnose  
International Journal of Clinical and Experimental Hypnosis  
Journal of Clinical Child Psychology (2)  
Journal of Counseling Psychology  
Journal of Mental Imagery  
Journal of Neurotherapy  
Journal of Pediatric Psychology  
Psychophysiology

#### Membership on Editorial Board

Applied Psycholinguistics  
Behavior Analysis Digest  
Behavior and Social Issues  
Behavior Modification  
Behavior Therapy  
Behaviour Change  
Canadian Journal of Behavioral Science  
Child and Family Behavior Therapy  
Child Development (2)  
Child Psychiatry and Human Development  
Clinical Child and Family Psychology Review  
Clinical Psychology Review  
Clinical Psychology: Science and Practice  
Cognition  
Cultural Diversity and Ethnic Minority Psychology  
Developmental Psychobiology  
Developmental Psychology (2)  
Infancy  
International Journal for Behavioral Safety  
Journal of Anxiety Disorders  
Journal of Applied Behavior Analysis  
Journal of Applied Research in Mental Retardation  
Journal of Autism and Developmental Disorders  
Journal of Clinical Child Psychology  
Journal of Consulting and Clinical Psychology  
Journal of Organizational Behavior Management  
Journal of Pediatric Psychology  
Journal of Psychological Type  
Journal of Psychopathology and Behavioral Assessment

Journal of Psychopathology and Behavioral Assessment  
Journal of Safety Research  
Journal of Traumatic Stress  
Leadership Quarterly (2)  
Psych Scan: Behavior Analysis and Theory  
Research in Developmental Disabilities  
Suicide and Life-Threatening Behavior

#### Journal Reviews

Academy of Management Journal  
American Journal of Psychology  
American Psychological Society  
Annals of Behavioral Medicine  
Behavior Therapy  
Clinical Psychology Review  
Cognitive Brain Research  
Contemporary Psychology  
Journal of Abnormal Psychology  
Depression and Anxiety  
Developmental Science  
Health Education and Behavior  
Research Quarterly for Exercise and Sport  
Health Psychology  
Journal of Abnormal Psychology  
Journal of Anxiety Disorders  
Journal of Applied Behavior Analysis  
Journal of Applied Psychology (4)  
Journal of Applied Social Psychology  
Journal of Consulting and Clinical Psychology  
Journal of Environmental Psychology  
Journal of Health Psychology  
Journal of Pediatric Psychology  
Journal of Psychopathology and Behavioral Assessment  
Journal of Psychosomatic Research  
Neuropsychology Review  
Organizational Behavior and Human Decision Processes (2)  
Perceptual and Motor Skills  
Personnel Psychology (2)  
Psychiatry Research  
Psychological Assessment (2)  
Psychological Reports (2)  
Psychosomatic Medicine

#### Book Reviews

Introductory Psychology (by Lester A. Lefton)

## APPENDIX D

### 2001-2002 COMMITTEE ASSIGNMENTS AND FACULTY RESPONSIBILITIES (October 4, 2001)

#### DEPARTMENT OF PSYCHOLOGY

Jack W. Finney, Chair

#### FACULTY

(C = Clinical; G = General; I/O = Industrial/Organizational; PS = Psychological Sciences)

Danny K. Axsom (C)  
Martha Ann Bell (PS)  
George A. Clum (C)  
Lee D. Cooper (C), Director, Psychological Services Center  
Robin P. Cooper (PS) (on study-research leave, 2001-02)  
Helen J. Crawford, Director, Psychological Sciences Graduate Program  
John J. Donovan (I/O)  
Richard M. Eisler (C)  
Jack W. Finney (C)  
Roseanne J. Foti (I/O)  
Joseph J. Franchina (PS)  
Bruce H. Friedman (PS)  
E. Scott Geller (C), Director, Center for Applied Behavior Systems  
Joseph Germana (G)  
Myra Gordon (C), Associate Dean, College of Arts and Sciences  
David W. Harrison (C,PS)  
Robert J. Harvey (I/O)  
Neil M. A. Hauenstein, Director, Industrial-Organizational Psychology Graduate Program  
Kurt Hoffman (PS), Visiting Assistant Professor  
Russell T. Jones (C)  
Thomas H. Ollendick (C), Director, Child Study Center  
Angela Scarpa (C)  
Robert S. Stephens (C) (on research assignment, fall 2001)  
Richard A. Winett, Director, Clinical Psychology Graduate Program, and Director, Center for Research on Health Behavior

#### EMERITUS FACULTY

Albert M. Prestrude  
Joseph A. Sgro

#### RESEARCH FACULTY

The Department of Psychology currently has several research faculty members who contribute to the research, teaching, and service missions of the department. These faculty members, who are involved with a number of externally funded grants and contracts, are:

Eileen S. Anderson, Ed.D., Research Assistant Professor  
Kristine B. Donovan, Ph.D., Postdoctoral Fellow  
Kent E. Glindemann, Ph.D., Research Scientist  
Janay Boswell Sander, Ph.D. Postdoctoral Fellow  
Alison Shortt, Ph.D., Postdoctoral Fellow  
Janet R. Wojcik, Ph.D., Research Scientist

## ASSOCIATED FACULTY

Faculty who received their doctorate in Psychology and hold rank in other departments on campus are recognized by our department. In addition to their respective departments, the following faculty carry the title of the Department of Psychology:

David C. Brinberg (Management)  
John M. Carroll (Computer Science)  
Bradley H. Klein (Biomedical Sciences and Pathobiology)  
Robert S. Schulman (Statistics)  
Tonya Smith-Jackson (Industrial and Systems Engineering)  
James B. Weaver, III (Communication Studies)  
Robert C. Williges (Industrial and Systems Engineering)

## ADJUNCT FACULTY

Psychologists who are associated with the Department of Psychology through teaching, research, or outreach activities hold adjunct appointments. The following faculty hold adjunct appointments:

Bruce V. Corsino, Adjunct Associate Professor  
Sigrid B. Gustafson, Adjunct Associate Professor  
A. David Hamilton, Adjunct Assistant Professor  
Cynthia A. Lease, Adjunct Assistant Professor  
Robert Lickliter, Adjunct Professor  
Douglas R. Southard, Adjunct Associate Professor

## INTER-AREA FACULTY

Over the past few years, faculty members have indicated an interest in working with students and faculty in programs other than their own. In fact, several faculty members have directed theses and dissertations of students in areas outside of their own. Such interactions are encouraged and interested faculty members should consult with the appropriate Area Director.

## **FIVE-YEAR REVIEW COMMITTEE, 2001-02**

The Five-year Review Committee will conduct the internal portion of the department's five-year review during 2001-02. The committee includes three faculty members from the department and two from other departments. The IRC is appointed by the Dean of the college of Arts and Sciences, with input from the department chair. Their responsibility is to follow college procedures for conducting a departmental review. The IRC will also assist in identifying external reviewers, who will be invited by the Dean to conduct the external review of the department during spring, 2002. The Dean will charge both committees and will receive the written reports.

George A. Clum, Chair  
Martha Ann Bell  
John Donovan  
Fred Piercy, Department of Human Development  
TBA, Graduate School representative to be appointed by Dean Bates

## DEPARTMENTAL EXECUTIVE COMMITTEE

Jack W. Finney, Chair  
Robert S. Stephens, Director of Graduate Programs  
Martha Ann Bell, Elected Representative  
George A. Clum, Elected Representative  
Roseanne J. Foti, Elected Representative  
Thomas H. Ollendick, Elected Representative  
Richard A. Winett, Associate Department Chair (ex officio)

This committee will serve to advise the Chair in matters regarding the goals and objectives of the department. The committee will consist of six or more persons, including the Chair of the Department who will chair the committee, and the Associate Department Chair, who will serve ex officio and will assume the Committee Chair when the Department Chair is absent. The other members will be the Director of Graduate Programs, the Director of Undergraduate Programs, and representatives elected by the faculty. Note: For graduate program representation, 3 or 4 members may be elected.

## PERSONNEL COMMITTEE

For 2001-02, the members of the Personnel Committee are:

George A. Clum  
Thomas H. Ollendick  
E. Scott Geller  
Martha Ann Bell  
Roseanne J. Foti  
David W. Harrison

The Departmental Personnel Committee conducts the departmental review for promotion and tenure in accordance with the procedures described in the Faculty Handbook, which indicates that the departmental committee shall consist of the Department Chair and an appropriate faculty representation. For purposes of tenure recommendations, the Personnel Committee in the Department of Psychology shall consist of the Department Chair plus six other tenured faculty members; three elected by the full-time faculty and three appointed by the Department Chair after the election. The committee composition will be announced in a manner which disregards the elected or appointed status of its membership. Based on faculty discussion and vote, and, consistent with the College of Arts and Sciences' Promotion and Tenure Committee, the "peel-off-by-rank" system will no longer be used for promotion to Professor. The Department Chair and the Personnel Committee may choose to meet with Professors to discuss promotion considerations for candidates being considered for promotion to Professor.

The Departmental Personnel Committee shall be responsible for making recommendations for any new faculty appointments that will involve an entering tenure appointment and/or rank above assistant professor. The Departmental Personnel Committee will also be responsible for providing the Department Chair with an assessment of the degree to which the committee feels that each faculty member (below the rank of Professor) is progressing satisfactorily within rank. This is not to be confused with the assessment that the Annual Review Committee makes of the annual Faculty Activities Reports by the faculty. The former involves a review of the entire career of a faculty member, while the latter is an assessment of the productivity for one year. Both assessments will be shared with the faculty member at the time that the Department Chair provides the annual performance evaluation. The PROMOTE process was implemented

by the Personnel Committee during 1998-99, and will be continued during 2001-02. The PROMOTE process is available in a separate document.

The Personnel Committee serves as the department's Post-tenure Review Committee, should a post-tenure review be required consistent with department and university policy.

#### ANNUAL REVIEW COMMITTEE

Helen J. Crawford  
Joseph J. Franchina  
Richard A. Winett

The Department established the Annual Review Committee during spring 1998. Three full professors are elected to review the FARs of all faculty members and provide comments and ratings. These ratings and comments are advisory comments to the Department Chair, who will convey the information along with the Department Chair's rating and comments. Only the Department Chair's ratings and comments will be forwarded to the Dean for the annual review.

Because the Personnel Committee serves as the Department's PTR Committee, full professors who are members of the Personnel Committee may not serve on the Annual Review Committee. The election plan approved at the spring, 1998, was to alternate the highest ranked full professors across the Annual Evaluation Committee and Personnel Committee. This plan was followed in constituting this year's committees.

#### DIRECTOR OF GRADUATE PROGRAMS

Robert S. Stephens

Dr. Stephens will be responsible for coordinating the graduate programs so that there is uniformity with regard to the meeting of University and Department requirements. In this capacity, he will serve as Chair of the Graduate Admissions and Support Committee and also as Chair of the Core Curriculum and Doctoral Admissions Committee.

#### ASSOCIATE DEPARTMENT CHAIR

Richard A. Winett

Dr. Winett will assist the Department Chair with any aspects of departmental administration. On those occasions in which the Department Chair is not present, Dr. Winett will also serve as Acting Department Chair.

#### CORE CURRICULUM AND DOCTORAL ADMISSIONS COMMITTEE

Robert S. Stephens, Chair  
Danny K. Axsom  
Martha Ann Bell  
Robin P. Cooper  
Helen J. Crawford  
Joseph J. Franchina  
David W. Harrison  
Neil M. A. Hauenstein

This committee will be composed of all faculty who teach a course in the graduate Core Curriculum. Their functions will be to assure that the goals of the core curriculum are achieved. They will also be the group that considers requests for graduate course waivers and substitutions. When a student who has received the M.S. from VPI & SU and is applying for entrance into the Ph.D. program, it will be the responsibility of this group to recommend to the Director of Graduate Programs whether the student should be approved for acceptance. In this regard, it should consider letters of evaluation from members of the student's thesis committee and the vote of the student's graduate area faculty. This committee will also evaluate the credentials of persons who have obtained their M.S. degrees from another university and are recommended by a graduate area for acceptance directly into the Ph.D. program.

The committee will also consider proposals for new graduate courses (both within and outside of the core curriculum). It will be required to meet a minimum of at least once each semester and will work closely with the Director of Graduate Programs.

### GRADUATE ADMISSIONS AND SUPPORT COMMITTEE

Robert S. Stephens, Chair

The Graduate Admissions and Support Committee consists of the Director of Graduate Programs and faculty representatives (appointed by area directors) from each of the three graduate areas. It is their responsibility to insure that only those applicants who meet the high standards of this department are admitted.

The graduate admissions procedure will be as follows:

1. As applications are received from the Graduate School, they will be logged into a data-based computer file and will be placed in a separate folder kept in a central location.
2. It will be the responsibility of each area representative to insure that the folders for each area are available to the faculty and are not misplaced.
3. The area faculty will rate the appropriateness of each applicant. These ratings will be maintained in the student files.

This committee will coordinate offers of graduate assistantships to incoming students.

### GRADUATE STUDENT COMMITTEE FOR LIAISON WITH THE DIRECTOR OF GRADUATE PROGRAMS

To be elected, Psychological Sciences  
To be elected, Industrial/Organizational  
To be elected, Clinical

It is the responsibility of this Committee to provide a formal, effective, and meaningful vehicle for graduate student input. The Committee will consist of three representatives who are elected by the graduate students. (Additional students may be elected by the graduate student body, if so desired.) The representatives will meet regularly with the Director of Graduate Programs in an attempt to identify and work toward solutions of issues which are of legitimate concern to the Department's graduate student body. These elected students will also serve as representatives to the Graduate Student Assembly, with only two of the three (to be determined by the three representatives for any given GSA meeting) having voting privileges for GSA votes.

## DIRECTOR OF THE UNDERGRADUATE PROGRAM

(Vacant)

The Director of the Undergraduate Program will be responsible for the conduct of activities related to the undergraduate program and will be the chair of the Undergraduate Activities Committee. The position of Director of the Undergraduate Program is a two-year term.

## UNDERGRADUATE ACTIVITIES COMMITTEE

(Vacant), Director of the Undergraduate Program  
Danny K. Axsom, Honors Program (Chair, 2001-02)  
Bruce H. Friedman, Psi Chi/Psychology Club  
Laura Pelletier, President of Psychology Club/Psi Chi  
Amy Gershenoff and Trevor Byrd, Director of Undergraduate Information Center

The Undergraduate Activities Committee is responsible for the activities of undergraduate majors, honors, research, field work, and independent study. They will also be responsible for assuring that all paperwork related to Psychology 2974, 2994, 4964, 4974, 4994, and new undergraduate course proposals are prepared in accordance with the policies of the College of Arts and Sciences and are presented to the faculty of the Department.

## COORDINATOR OF OUTCOMES ASSESSMENT, 2001-03

R. J. Harvey

The department is scheduled to propose an updated outcomes assessment during spring, 2002, and conduct the assessment and prepare the report in 2003. Further guidelines from the university's outcomes assessment office will be forthcoming.

## UNDERGRADUATE INFORMATION CENTER

Amy Gershenoff, Director  
Trevor Byrd

This office is supervised by the Department Chair and is maintained on a 30-40 hr. per week basis. While the main function of the Center is to assist in undergraduate advising, it may be called upon to complete a variety of undergraduate functions.

## COMMITTEE ON DIVERSITY

Thomas H. Ollendick, Chair  
Richard M. Eisler  
Joseph Germana  
Kemie Alexander  
Russell T. Jones  
Angela Scarpa

The Committee on Diversity will be involved in the recruiting and retention of minority undergraduate and graduate students. It will also assist faculty search committees in the recruitment of minority faculty. Every three years, the Committee on Diversity will review the department's diversity plan and oversee its updating, revision, and implementation.

## COMMITTEE FOR TEACHING EXCELLENCE

Roseanne J. Foti, Chair  
E. Scott Geller  
Joseph Germana  
David W. Harrison

The Committee for Teaching Excellence is responsible for the coordination of materials that relate to teaching effectiveness. It will nominate faculty and graduate students for college, university, and state awards and will implement the departmental peer review and evaluation of faculty teaching.

## DEPARTMENTAL ETHICS COMMITTEE

Thomas H. Ollendick, Chair  
Susan M. Anderson  
Martha Ann Bell  
David W. Harrison

The Departmental Ethics Committee was formed during the Spring Semester of 1993. The purpose of this committee is to receive complaints/concerns from faculty, staff, graduate student and undergraduates regarding possible cases of unprofessional behavior. This committee may also be required to develop and disseminate educational information regarding professional ethics. The members of this committee shall serve in a purely advisory capacity with no investigative or decision-making power or function.

This committee is composed of at least three tenured faculty and one member of the classified staff. At least one member shall be a full professor.

## HUMAN SUBJECTS COMMITTEE

David W. Harrison, Chair  
Danny K. Axsom  
Richard M. Eisler  
Joseph J. Franchina  
E. Scott Geller  
R. J. Harvey

The responsibilities of the Human Subjects Committee fall under the major categories: (a) concern with rights of subjects participating in research, including but not limited to matters of confidentiality and informed consent; and (b) approval of studies that will draw on the departmental subject pool for research. This committee will serve as liaison to the University Institutional Review Board and will conduct the appropriate experimental reviews in accordance with University and professional standards. Review by the department Human Subjects Committee is the first step in receiving IRB approval; all proposals must be forwarded for approval to the University IRB.

## LIAISON WITH THE OFFICE OF OCCUPATIONAL HEALTH AND SAFETY

Joseph J. Franchina  
Hunter Honeycutt  
Greg Reynolds

The Liaison Committee with the Office of Occupational Health and Safety is charged with the following: (a) establishing procedures which will maximize the efficient utilization of departmental resources which are allocated for animals; and with pursuing avenues for obtaining outside support for the departmental animal facilities. It will help assure that the departmental animal facilities are maintained in full compliance with the highest professional standards for animal care and will follow guidelines set forth by the VPI & SU Office of Occupational Health and Safety; and (b) will follow the guidelines set forth by the VPI & SU Office of Occupational Health and Safety for the purpose of preventing accidents, insuring healthy working conditions, and facilitating the implementation of safe procedures and changes. Toward these goals, this Committee will work in cooperation with the Office of Occupational Health and Safety.

#### COLLOQUIUM COMMITTEE

Helen J. Crawford  
Neil M. A. Hauenstein  
Richard A. Winett

The responsibility of coordinating the colloquium series for 2001-02 and for planning for 2002-03 resides with the Colloquium Committee. Each area will propose speakers to be invited and will consult with the Department Chair for scheduling and financial arrangements.

#### SPACE COMMITTEE

Robin P. Cooper, Chair  
Roseanne J. Foti  
David W. Harrison  
Thomas H. Ollendick

The Space Committee will be responsible for coordinating the recommended plans regarding the renovation of Williams Hall. The Committee will work closely with the Department Chair.

#### HONORIFICS COMMITTEE

George A. Clum, Chair  
Richard M. Eisler  
Joseph J. Franchina  
Martha Ann Bell

This committee will recommend and prepare dossiers for honors and awards that pertain to the faculty. Awards for excellence in teaching will not be considered by this committee but rather by the Committee for Teaching Excellence.

#### DEPARTMENTAL REPRESENTATIVE TO THE LIBRARY

Angela Scarpa

#### DERRING 4076

Jason Fortney

Jason Fortney will be responsible for maintaining the operations of the computer laboratory in Derring 4076. Guided by departmental policies related to priorities, Fortney will schedule the use of the room and evaluate the knowledge and skills of all person(s) wishing to use the computer equipment in Derring 4076. The top priority for use of the equipment is the teaching of undergraduate and graduate classes. The second priority is the facilitation of masters and dissertation research for students who wish to collect group data via computer interaction. If a student or faculty member needs a single computer for the analysis of data or the development of a program, we provide personal computers in Room 4100A.

#### NEUROSCIENCES INITIATIVE

Helen J. Crawford  
Bruce H. Friedman

The Neurosciences Initiative is a collaboration of departments in the College of Arts and Sciences, the College of Veterinary Medicine, and College of Agriculture and Life Sciences. The interdisciplinary committee is planning a cross-college neuroscience option for undergraduates.

#### PUBLIC AFFAIRS REPRESENTATIVE

Susan Anderson

This person will serve as a liaison to Ms. Sally Harris, public affairs officer for the College of Arts and Sciences.

#### DIRECTOR OF PSYCHOLOGICAL SERVICES CENTER

Lee D. Cooper

Dr. Cooper is responsible for the operation of the PSC and the aspects of the clinical training program that take place at the PSC. A separate policy and procedures manual is maintained for the PSC.

#### DIRECTOR OF CHILD STUDY CENTER

Thomas H. Ollendick

#### COMPUTER SUPPORT (PSYCHELP)

Kim Raymond, Coordinator  
Jason Fortney, Information Technology Specialist

The Coordinator of Computer Support will coordinate support for faculty and graduate students for all departmental equipment and software. Furthermore, computer support will be provided to undergraduate students who use departmental webpages and course-related computer technology. E-mail messages requesting help with problems or training should be sent to psychelp@vt.edu to enter a request into the job list.

Jason Fortney, Information Technology Specialist, will provide management of computer purchasing and support, supervision of webpage development, and development/maintenance of information security systems.

COORDINATOR OF ROOM 5092: PSYCHOPHYSIOLOGY LABORATORY

Dennis McClain-Furmanski

COORDINATOR OF ROOM 5109 and 5077

Susan Anderson

COORDINATOR OF INTRODUCTORY PSYCHOLOGY

Chris Dula

The ASSIST Program

Kemie Alexander, Coordinator  
Felicia Bowser  
Christopher Sanders

The ASSIST Program was established with funding from the Dean of Arts and Sciences in 1998-99 and is designed to provide professional development for African American graduate students and mentoring for African American undergraduate psychology majors. Graduate students serve as mentors for undergraduate majors and a variety of support, academic, and professional activities are coordinated. Recruitment of undergraduate and graduate students is also coordinated by the ASSIST Program. The Department Chair and other faculty members (Dr. Jones, Dr. Cooper, Dr. Bell) are actively involved with the ASSIST Program.

2001-02 Committees.doc  
October 4, 2001

## APPENDIX E

### DEPARTMENT OF PSYCHOLOGY STRATEGIC PLANNING 2001-02

October 4, 2001

The Department of Psychology will implement a strategic planning process during the 2001-02 academic year. The planning groups will become familiar with the university's recent strategic plan and the College of Arts and Sciences' mission and strategic plan. Our planning will be designed to identify goals and objectives for the department's programs that are consistent with the university and college goals and objectives. The intent is not to constrain the department's growth and development, but rather to identify our goals and objectives and place them in the context of the university and college goals.

We are all familiar with the overall university goal: Virginia Tech will be ranked among the Top 30 Universities by 2010. Our planning efforts surely will identify how we can best participate in making progress toward this goal. We need to identify ways we can make this progress without jeopardizing the successes we have achieved in many areas of our mission.

Outcomes of our strategic planning may include recommendations to refocus, reorganize, enlarge, or reduce some of our programs. For the purposes of planning, we should have a common definition of a program: Dickeson (1999) defines a program as any activity or collection of activities of the department that consumes resources (e.g., dollars, people, space, equipment, time). Examples of programs in our department include the following: bachelor's program in psychology, second major in psychology, minor in psychology, master's program in psychology, our three doctoral programs, the ASSIST Program, field study experiences, the Psychology Club, the Honor's Program, MAOP Summer Research Internship, Undergraduate Information Office, and the department centers.

The Strategic Planning Groups are based on a summary of *Virginia Tech Strategic Plan: Proposed goals to be achieved by 2010 with Objectives to be achieved by 2005-06*. A copy of the plan is attached. I will provide the college materials as soon as they are distributed officially. The planning groups are:

Research and Scholarship Planning Group: Richard Winett (Chair), Eileen Anderson, Martha Ann Bell, George Clum, Roseanne Foti, Bruce Friedman

Graduate Education Planning Group: Bob Stephens (Chair), Robin Cooper, Helen Crawford, Neil Hauenstein, Tom Ollendick

Undergraduate Education Planning Group: Danny Axsom (Chair), Richard Eisler, Joe Germana, Dave Harrison, R. J. Harvey, Russell Jones

Outreach Planning Group: Lee Cooper (Chair), John Donovan, Joe Franchina, Scott Geller, Angela Scarpa

Planning groups may choose to meet during fall semester to consider the corresponding section of the strategic plan, discuss processes for developing the plan, and decide if subgroups may wish to form. The process will be determined by each group; it may involve individual, small group, and planning group discussions and the generation of goals and objectives for the department. I will be sharing additional information as I receive it. The schedule will be active planning group meetings between now and March 31, followed by faculty meetings to review the group reports. I also expect sharing of draft goals and objectives throughout the process.

Reference: Dickeson, R. C. (1999). Prioritizing academic programs and services: Reallocating resources to achieve strategic balance. San Francisco: Jossey-Bass.

## APPENDIX F

### DEPARTMENT OF PSYCHOLOGY 2001-2002 COLLOQUIUM SERIES

#### **Spring 2002 Semester Colloquia**

Grayson Holmbeck  
Department of Psychology  
Loyola University

"Family Relationships and Psychosocial Adjustment in Adolescents with Spina Bifida"

Sandra W. Russ  
Department of Psychology  
Case Western Reserve University

"Play, Creativity, and Coping"

## APPENDIX G

### 2001-2002 M.S. GRADUATES

NAME: **Jennifer N. Alfaro**  
THESIS: Automatic Processing of Musical and Phonemic Sounds: Differences Between Musicians and Nonmusicians

CHAIR: Helen J. Crawford  
AREA: Psychological Sciences

NAME: **Banu Cankaya**  
THESIS: Psychosocial Factors, Maladaptive Cognitive Schemas, and Depression in Young Adults: An Integration

CHAIR: George A. Clum  
AREA: Clinical

NAME: **Israel C. Christie**  
THESIS: Multivariate Discrimination of Emotion Specific Autonomic Nervous System Activity

CHAIR: Bruce H. Friedman  
AREA: Psychological Sciences

NAME: **Angela K. Fornier**  
THESIS: An Incentive/Reward Intervention to Decrease College Alcohol Abuse at Fraternity Parties: Differential Reinforcement of Blood Alcohol Concentration

CHAIR: E. Scott Geller  
AREA: Clinical

NAME: **Leifur G. Hafsteinsson**

THESIS: The Interacting Effect of Self-Efficacy and Performance Goal Orientation on Goal Setting and Performance: The Positive Side of Performance Goal Orientation

CHAIR: John J. Donovan

AREA: Industrial/Organizational

NAME: **Jeffrey S. Hickman**

THESIS: A Comparative Analysis of Feedforward and Feedback Self-Management in Mining Operations

CHAIR: E. Scott Geller

AREA: Clinical

NAME: **Dana E. Swartz**

THESIS: Goal Orientation and Training Transfer Initiation and Maintenance

CHAIR: Neil M. A. Hauenstein

AREA: Industrial/Organizational

NAME: **Teresa A. Wagner**

THESIS: Critical Thinking: The Development of a New Measure

CHAIR: R. J. Harvey

AREA: Industrial/Organizational

NAME: **Robrina Walker**

THESIS: Understanding Self-Efficacy for Alcohol Use: The Roles of Self-Monitoring and Hypothesized Sources

CHAIR: Robert S. Stephens

AREA: Clinical

## APPENDIX H

### 2001-2002 PH.D. GRADUATES

NAME: **Helena K. Chandler**  
DISSERTATION: Factors Affecting the Relationship Between Trauma and Illness Behavior  
CHAIR: George A. Clum  
AREA: Clinical

NAME: **Keryl A. Cosenzo**  
DISSERTATION: Influence of the IAPS and Method of Hemispheric Presentation on Performance on the Affective Auditory Verbal Learning Test  
CHAIR: Joseph J. Franchina  
AREA: Psychological Sciences

NAME: **Stephen B. Craig**  
DISSERTATION: Implicit Theories and Beta Change in Longitudinal Evaluations of Training Effectiveness: An Investigation Using Item Response Theory  
CHAIR: R. J. Harvey  
AREA: Industrial/Organizational

NAME: **Kristi D. Graves**  
DISSERTATION: Quality of Life Intervention for Breast Cancer Survivors: Application of Social Cognitive Theory  
CHAIR: Richard A. Winett  
AREA: Clinical

NAME: **Dane A. Higgins**  
DISSERTATION: A Neuropsychological Investigation of Sex Differences in Cardiovascular Reactivity to Verbal and Spatial Fluency Tasks: Testing a New Model of Sex Differences in Cardiovascular Regulation and Disease  
ADVISOR: David W. Harrison  
AREA: Clinical

NAME: **Hunter G. Honeycutt**  
DISSERTATION: The Influence of Enhanced Tactile and Vestibular Sensory Stimulation on Subsequent Auditory and Visual Responsiveness: Timing Matters  
CO-CHAIRS: Robert E. Lickliter/Robin P. Cooper  
AREA: Psychological Sciences

NAME: **Dennis McClain-Furmanski**  
DISSERTATION: Synchronized Gamma Oscillations Underlying Mid-Latency Auditory Evoked Potentials: Assessment of Effects of Psychopharmacologically Active Components of Tobacco  
CHAIR: Helen J. Crawford  
AREA: Psychological Sciences

NAME: **Joan M. McMahon**  
DISSERTATION: An Analysis of the Factor Structure of the Multidimensional Ethics Scale and a Perceived Moral Intensity Scale, and the Effects of Moral Intensity on Ethical Judgment  
CHAIR: R. J. Harvey  
AREA: Industrial/Organizational

NAME: **Patrick G. O'Shea**  
DISSERTATION: A Different Way of Looking: Application of a Pattern Approach to Understanding Transformational and Transactional Leadership  
CHAIRS: Roseanne J. Foti/Neil M. A. Hauenstein  
AREA: Industrial/Organizational

NAME: **Gregory D. Reynolds**  
DISSERTATION: Effects of Prenatal Sensory-Evoked Arousal on Postnatal Behavior and Perceptual Learning in Bobwhite Quail  
CHAIRS: Robert E. Lickliter/Robin P. Cooper  
AREA: Psychological Sciences

NAME: **Deborah Rhatigan-Moore**  
DISSERTATION: Effect of Received Social Support on Battered Women's Commitment to their Abusive Relationships

CHAIRS: George A. Clum  
AREA: Clinical

NAME: **Pia C. Strunk**  
DISSERTATION: Effects of Auditory Stimulation in Low and High Light Conditions on Behavioral and State Organization in Preterm Infants

CHAIRS: Robert E. Lickliter/Martha Ann Bell  
AREA: Psychological Sciences

NAME: **Jessica A. Whiteley**  
DISSERTATION: An Internet-Based Walking Program For Women  
CHAIR: Richard A. Winett  
AREA: Clinical

NAME: **Kelli E. Will**  
DISSERTATION: Evaluating an Actively Caring for KIDS Process: A Behavioral-Community Program to Reduce Child Safety Seat Misinformation and Misuse  
CHAIR: E. Scott Geller  
AREA: Clinical

## APPENDIX I

### 2002 PLACEMENTS FOR STUDENTS GRADUATING WITH A PH.D.

<u>Name</u>	<u>Placement</u>
<b>Helena K. Chandler</b>	Post-doctoral Fellowship Veterans Affairs Medical Center
<b>Keryl A. Cosenzo</b>	Research Psychologist Army Research Laboratory
<b>Stephen B. Craig</b>	Assistant Professor of Psychology North Carolina State University
<b>Kristi D. Graves</b>	Post-doctoral Fellowship University of Kentucky
<b>Dane A. Higgins</b>	Post-doctoral Researcher University of Oklahoma Health Sciences Center
<b>Hunter G. Honeycutt</b>	Post-doctoral Fellowship Indiana University
<b>Dennis McClain-Furmanski</b>	Research Fellowship National Institute of Deafness & Communication Disorders
<b>Joan M. McMahon</b>	Institute for Distance and Distributed Learning Virginia Tech
<b>Patrick G. O'Shea</b>	Research Scientist American Institutes for Research
<b>Gregory D. Reynolds</b>	Post-doctoral Fellowship University of South Carolina
<b>Deborah Rhatigan</b>	Post-doctoral Fellowship Brown University Medical School
<b>Pia C. Strunk</b>	Assistant Professor University of Wisconsin at Stevens Point
<b>Jessica A. Whiteley</b>	Post-doctoral Fellowship Brown University
<b>Kelli E. Will</b>	Assistant Professor of Psychology Christopher Newport University

## APPENDIX J

### 2002-2003 CLINICAL INTERNSHIP PLACEMENTS

**C. Alexandra Boevig**

Medical University of South Carolina  
Charleston, South Carolina

**Christopher S. Dula**

Cook Counseling Center  
Virginia Tech

**Stephanie Fearer**

Greater Hartford Clinical/Newington VA  
Hartford, Connecticut

**Deniz Fikretoglu**

Brown University  
Providence, Rhode Island

**Lesley L. Fox**

University of Florida Health Science Center  
Gainesville, Florida

**Amie Grills**

Medical University of South Carolina  
Charleston, South Carolina

**Christina Kephart**

Indiana University School of Med

**Liza Rovniak**

San Diego State University School of Public Health

**Yanping Wang**

New York University/Bellevue Hospital Center  
New York City, New York

## APPENDIX K

### 2002-2003 ENTERING GRADUATE STUDENTS BY AREA OF SPECIALIZATION

<u>NAME</u>	<u>UNDERGRADUATE INSTITUTION</u>
<u>Clinical Psychology</u>	
<b>Jennifer Goring</b>	Gordon College
<b>Sara Haden</b>	University of Virginia U Massachusetts-Dartmouth**
<b>Laura Horsch</b>	Beloit College
<b>Wesley Keene</b>	Averett University
<b>Evan Odensky</b>	University of Texas at Austin
<b>Monica Parelkar</b>	Mithibai College of Arts, India
<b>Howard Shumate</b>	Virginia Tech
<b>Robert Walters</b>	Virginia Tech
<b>Douglas Wiegand</b>	Virginia Tech
<u>Industrial/Organizational Psychology</u>	
<b>Patricia Esson</b>	Randolph-Macon Women's College
<b>Eugene Kutcher</b>	Montclair State College
<u>Psychological Sciences</u>	
<b>Denise Adkins</b>	Averett University
<b>Naureen Bhullar</b>	Punjabi University, India
<b>Justin Loe</b>	University of North Carolina, Chapel Hill
<b>Gina Mollett</b>	University of South Dakota
<b>Li Wan</b>	Medical College of Xianning, China
<b>Rong Wang</b>	Peking University, China

\*\* Denotes graduate institution

## APPENDIX L

### ***PROGRAM FOR DEVELOPMENTAL SCIENCE ACROSS THE LIFESPAN***

**Executive Summary, March 12, 2002**

- Collaborative initiative by Departments of Human Development and Psychology, along with the Center for Gerontology, Child Study Center, Center for Research in Health Behavior, and Center for Information Technology Impacts on Children, Youth, and Families.
- Unique program in the Commonwealth affords opportunities for national research prominence, consistent with Virginia Tech's Top 30 initiative and commitment to interdisciplinary programs.
- Goal: To facilitate innovative, cross-disciplinary research activities, including scholarly publications, external research funding, and graduate student and post-doctoral training.
- Core Initiatives:
  - Developmental Pathways: Contextual Influences on Biological and Psychological Change
  - Developmental Interventions: Enhancing Health and Development across the Lifespan
  - Developmental Research and Policy: Promoting Societal Change
  - Developmental Impacts: Individual, Family, and Community Influences
- Cluster hire of five assistant professors with expertise in developmental research methodology and content areas such as social cognition, adult development and gerontology, socioemotional regulation, developmental psychopathology, and family development.
- Major funding opportunities include National Institutes of Health (NIA, NICHD, NIMH, NIAAA, NIDA, and NCMHHD), National Science Foundation, and private foundations (Commonwealth Fund, Jessie Ball DuPont Fund, John D. and Catherine T. MacArthur Foundation, Kellogg Foundation, Robert Wood Johnson Foundation).
- Current expertise includes cognitive and perceptual development; social development in infants, children, adolescents, and adults; family interaction patterns; developmental psychopathology; community programs to promote development; developmental impacts of technology; and health and relationships in old age.
- Current faculty research includes diverse perspectives (biological, social, intergenerational, cultural), research strategies (laboratory studies, surveys, quantitative and qualitative methods), and levels of analysis (physiological, behavioral, social, familial, and cultural).
- Current research funding for core faculty members exceeds \$5.75 million from NIH, U.S. Department of Agriculture, U.S. Army, National Science Foundation, and agencies of the Commonwealth of Virginia.
- Potential involvement of additional faculty members from Human Development, Psychology, Biology, Agriculture and Life Sciences, College of Veterinary Medicine, Sociology, and various health-related programs.
- Contact Jack Finney, Psychology, 1-6670, [finney@vt.edu](mailto:finney@vt.edu)

**PROGRAM FOR DEVELOPMENTAL SCIENCE ACROSS THE LIFESPAN**  
**March 12, 2002**

The purpose of this proposal is to request support for the *Program for Developmental Science Across the Lifespan*, a collaborative effort by faculty in the Departments of Human Development and Psychology who have been involved in planning over the past year. Our goal is to facilitate innovative, cross-disciplinary research activities, including scholarly publications, external research funding, and graduate student and post-doctoral training, in the human developmental sciences. With the support of university funding, we propose to recruit **five** assistant professors who will catalyze collaborative developmental research studies across shared core initiatives in both departments.

New developmental science faculty members would hold joint academic appointments in psychology and human development; they may also have primary appointments in university or department centers involved with the Program. The Program will encompass the research, graduate, and undergraduate education initiatives of Psychology, Human Development, and a number of centers, including the Center for Gerontology, Child Study Center, Center for Research in Health Behavior, and Center for Information Technology Impacts on Children, Youth, and Families.

Our proposal is a cluster hire approach, which will allow greater growth for the Program for Developmental Science Across the Lifespan than isolated hires within either department alone. These new faculty members will be viewed as key members of the new developmental science initiative. A program focused on developmental science across the lifespan will be a unique program in the Commonwealth of Virginia and will afford Virginia Tech an opportunity to achieve national research prominence in developmental science.

### **Background**

Faculty members from the Departments of Human Development and Psychology have met regularly over the past year. We have set up frequent joint seminars to learn about each other's work and have found much in common, particularly in terms of our research interests in human development over the lifespan. We have discussed our intention to build a partnership that will allow us to be competitive for post-doctoral fellowships and external grants in the area of developmental studies. We have also begun to plan a cross-department research program that we intend to initiate next year. The proposed faculty hires will serve a critical role in the success of this program, and will galvanize cross-departmental research collaborations in the future.

### **The Graduate Program**

In addition to the enhancing developmental science research, the Program for Developmental Science Across the Lifespan will advance graduate training. Graduate students in both Psychology and Human Development will be able to construct plans of study that include relevant developmental and research courses from both departments. This joint venture will result in rich, flexible programs of study that will maximize the resources of both departments for graduate students wishing to study human development across the lifespan.

Current developmental faculty members have a wide range of expertise, including cognitive and perceptual development; social development in infants, children, adolescents, and adults; family development and relationships; developmental psychopathology; community programs to promote development; developmental impacts of technology; and health and relationships in old age. Together, the faculty involved in this initiative investigate their broad-ranging interests in development from a variety of perspectives (e.g., biological, social, intergenerational, cultural) using a multitude of research

strategies (e.g., laboratory studies, surveys, quantitative methods, qualitative methods). Such diverse expertise provides opportunities for collaborative research and graduate training incorporating measures and designs that integrate varying levels of analysis (physiological, behavioral, social, familial, and cultural).

### **Core Research Initiatives**

To facilitate our collaborative efforts, we have organized our research activities into core initiatives. Each initiative will seek primary funding through the National Institutes of Health and other appropriate external funding sources. Currently, the core initiatives are:

- Developmental Pathways: Contextual Influences on Biological and Psychological Change
- Developmental Interventions: Enhancing Health and Development across the Lifespan
- Developmental Research and Policy: Promoting Societal Change
- Developmental Impacts: Individual, Family, and Community Influences

The goal is for new hires to complement and extend the current expertise of faculty members in Human Development and Psychology. A key hire will be a developmental methodologist, who will work collaboratively with current faculty and graduate students in developing more sophisticated research designs that capture developmental processes. More specifically, we will seek a methodologist who is trained to address unique theoretical and practical issues pertaining to developmental research design and analyses (e.g., longitudinal designs, nonindependent data, structural equation modeling, multilevel hierarchical linear modeling, times-series analysis).

Further, our goal is to identify and recruit four other outstanding researchers to promote excellence across the core initiatives. Our vision is that all new hires will have joint appointments in departments and centers. We would focus on attracting developmental researchers with interests in key areas such as social cognition, gerontology, socioemotional regulation, developmental psychopathology, family development, and adolescent development. The following list outlines a suggested set of responsibilities for these joint positions:

- Teach graduate courses for students in the Departments of Human Development and Psychology;
- Consult with students and faculty on the development of interdisciplinary proposals (particularly questions related to longitudinal design and developmentally-sensitive methods and analytic approaches);
- Collaborate on funded projects and coauthor scholarly publications;
- Conduct a program of research and scholarly dissemination related to her or his specialties.

The proposed joint positions are an investment in both a cross-departmental research program, and in the promise of excellent interdisciplinary research between the Departments of Human Development and Psychology in the future. This investment should pay big dividends in the years to come.

### **The Top Thirty Initiative**

The program and the new faculty positions are consistent with both Virginia Tech's Top 30 initiative and with the University's commitment to interdisciplinary programs and cooperation. The hiring for the proposed five faculty positions will support an innovative doctoral research program, and at the same time advance the quality and quantity of collaborative research, funding, and scholarship in both Human Development and Psychology.

## **Potential for Research Funding**

A major focus of the program will be collaborative research proposals for external funding. The National Institutes of Health have a number of agencies that issue RFAs pertinent to developmental faculty members. Currently, the following institutes have missions and funding opportunities for developmental research: National Institute on Aging, National Institute of Child Health and Human Development, National Institute on Mental Health, National Institute on Alcohol Abuse and Alcoholism, National Institute on Drug Abuse, and National Center on Minority Health and Health Disparities. The National Science Foundation also provides support appropriate for developmental initiatives.

In addition, a number of private foundations present funding opportunities for developmental researchers, including the Commonwealth Fund, Jessie Ball DuPont Fund, Annie E. Casey Foundation, John D. and Catherine T. MacArthur Foundation, Kellogg Foundation, Robert Wood Johnson Foundation, and Retirement Research Foundation. Collaborative grant proposals can be anticipated for a combination of federal and private funding agencies.

## **Current and Potential Faculty Members**

Several faculty members have been involved in the development of this proposal. Psychology faculty members are M. A. Bell, R. Cooper, J. Finney, T. Ollendick, and R. Winett. Human Development faculty members are R. Blieszner, J. Mancini, P. Meszaros, F. Piercy, and K. Roberto (also from Center for Gerontology).

A number of additional faculty members have expertise to contribute to the Program for Developmental Science Across the Lifespan. They include M. Benson, A. Few, A. Huebner, S. Jarrott, C. Rogers, J. Sawyers, and S. Stith from Human Development, and G. Clum, B. Friedman, R. Jones, A. Scarpa, and R. Stephens from Psychology. There may also be faculty from other departments and colleges with expertise and interest in participation, including Biology, Sociology, Human Nutrition, Foods, and Exercise, public health, and College of Veterinary Medicine.

## **Current Research and Funding**

Faculty members involved in the Program for Developmental Science Across the Lifespan are active, productive scholars. The following tables summarize current funded research for several faculty members in Psychology and Human Development (Table 1) and the Center for Gerontology (Table 2). The addition of the five faculty members discussed in this proposal will undoubtedly lead to growth in funded, collaborative research; recruitment and high quality training of a larger number of graduate students; and the future hiring of additional research faculty members who are funded by external grants.

**Table 1**  
**Current And Submitted Grants: Departments Of Psychology And Human Development**

PSYCHOLOGY CORE FACULTY

Faculty	Agency	Topic	Years	Est. Total
Cooper R.	NIH	Heart Rate Activity and Infant Speech Perception	2001-03	\$ 136,700
Finney	NIH	Spiritual Coping and Adjustment in Cancer Survivors	2001-03	\$ 138,670
Finney	NIH	Developmental Laboratory with R. Lickliter	2001-02	\$ 31,253
Jones	FEMA	Psychological Impact of Residential Fires	2001-02	\$ 203,000
Ollendick	ASPIRES	Virtual Reality for Specific Phobias	2001-02	\$ 40,000
Ollendick	NIMH	One session Treatment for Specific Phobias	2001-04	\$ 1,210,000
Scarpa	DSS	Assessment & Treatment of Families	2001-02	\$ 10,000
Winett	NIH	Cancer Prevention Program in Rural Churches	2001-04	\$ 1,281,000
				\$ 3,050,623

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Bell	NIH	Infant Temperament and Cognitive Development	2003-04	\$ 141,939
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HUMAN DEVELOPMENT CORE FACULTY

Mancini	USDA	Sustainability of Youth at Risk Community Programs	1996-03	\$ 759,558
Mancini	US Army	Army Youth Development Project	1999-03	\$ 609,212
Meszaros	NSF	Women in Information Technology: Pivotal Transitions...	2002-04	\$ 659,800
				\$ 2,028,570

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Piercy	VT Provost	Improving Campus Climate to Support Faculty	2002-03	\$ 31,000
		Diversity and Retention		

**Table 2**  
**Center For Gerontology: Current Grants**

Sponsor	PI	Title	Amount	Duration
Center for Medicare and Medicaid via VA Dept of Medical Assistance Serv.	Karen A. Roberto & Pamela B. Teaster (Center is partner/ sub-contractor)	Real Choices Systems Change: Consumer Choices for Independence	\$1,025,000 (Center receives \$368,540)	1/1/01-9/30/04
National Institute on Aging (NIA)	Karen A. Roberto, PI; Jay A. Mancini, Co-PI	Nursing Home Employees: Community Ecology and Retention	\$73,017	10/1/01-9/30/02
USDA	Karen A. Roberto, PI; Rosemary Blieszner, Co-PI	Older Families in Rural Communities: Personal and Social Influences on Service Use	\$150,000	10/01/99-9/30/02
AARP Andrus Foundation	Joan McLain-Kark, PI; Julia Beamish, Karen A. Roberto, Co-PIs	Using the CAVE to Determine Residents' Preferences and Functioning in Assisted Living Private Spaces	\$100,000 (Center receives \$13,133)	7/1/00-3/31/02
Virginia Department for the Aging	Karen A. Roberto, PI; Pamela B. Teaster, Co-PI	Evaluation of the Virginia Public Guardian and Conservator Program	\$15,000	7/1/01-12/1/03
Virginia Department of Social Services	Karen A. Roberto, PI; Pamela B. Teaster, Co-PI	Adult Protective Services—Memorandum of Understanding for Research Studies	\$2,000	2/1/00-6/30/02
United States Department of Agriculture (Virginia Tech Hatch)	Karen A. Roberto, PI	Osteoporosis and the Health of Virginia's Older Women: Issues and Consequences Affecting Quality of Life	\$40,000	10/1/97-6/30/02
ASPIRES: Virginia Tech	Rosemary Blieszner, PI	Longitudinal Follow-up of Friendship Research Participants: Feasibility Study	\$10,906	3/30/00-6/31/02
ASPIRES: Virginia Tech	Shannon Jarrott, PI	Dementia Care Mapping: A Validity Test	\$28,436	1/01/01-6/31/02
		Total	\$701,032	